

BIG BOOK MEDIA FOR OPTIMIZING READING LITERACY IN GRADE III STUDENTS OF MADRASAH IBTIDAIYAH

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Abstract

In today's digital era, although technology brings various benefits, reading literacy among students, especially at the elementary level, has experienced an alarming decline. This condition also has an impact on elementary school students who are more interested in digital entertainment than reading books, which ultimately affects their motivation and literacy skills. This study aims to develop Big Book media and test its effectiveness in improving reading literacy of grade III students at Madrasah Ibtidaiyah. This study uses the Research and Development (R&D) method with the ADDIE development model which includes the stages of analysis, design, development, implementation, and evaluation. The subjects of the study were grade III students at Madrasah Ibtidaiyah Negeri 6 Bandar Lampung consisting of two classes, with a total of 60 students. Data were collected through observation, interviews, questionnaires, and documentation. The research instrument used a validation questionnaire by experts, teacher responses and student responses. To determine the score in the expert validation questionnaire and teacher and student responses, the data was analyzed using a Likert scale while to test the effectiveness of the product/product feasibility using a pretest and posttest with the N-gain test. The validation results showed that this media was very feasible to use, with a validation percentage of material experts of 91.5%, media experts of 84.75%, and language experts of 89%. Small and large-scale trials gave average results of 91% and 92% respectively, which were categorized as "Very Feasible". The results of the pretest and posttest analysis showed an increase in the N-Gain score in the "Medium" category for both classes. These findings indicate that the Big Book media is effective in increasing interest and reading literacy skills.

Keywords: Big Book Media; Reading Literacy; Learning Media Development

INTRODUCTION

In today's digital era, with increasingly sophisticated technology, it is able to bring benefits and great influence to world globalization. One of them is the development of digital technology can be used as a place to build knowledge for all levels of society (Amalia, 2019; Astuti et al., 2022). With existing technology, it can make it easier to access various information, facilitate infrastructure and so on. However, behind the positive impacts obtained, technological advances have actually caused a new phenomenon for Indonesian society, namely the erosion of literacy, especially in reading (Intaniasari & Utami, 2022; Lubis et al., 2023).

This is evidenced by data released by UNESCO in March 2016, Indonesia was declared to have the lowest ranking in reading interest, which is ranked 60th out of 61 countries in the world (Puspita et al., 2024). In addition, the Indonesian people currently have a reading interest index of 0.001, meaning that the literacy of the Indonesian people is only 1% of the 99% who do not like to read (Febianti, 2021; Karisma et al., 2023). The sophistication of technology not only has an impact on adult literacy but also has a major influence on the literacy of Elementary School (SD) students. Literacy is an important skill in life, where literacy can gain a person's ability to understand, access, and do something wisely through various activities, such as reading, listening, writing and speaking (Kusuma et al., 2022; Syahidin, 2020).

Excessive use of gadgets in addition to having an impact on physical health, it can also affect the level of motivation or interest in reading students (Kamaruddin et al., 2023). With various entertainment features such as more interesting and fun digital games and games, students' reading character is gradually decreasing because they are more interested in listening and watching activities through gadgets than reading books (Munisa, 2020). Literacy skills are very important for every student to have because they will be useful in life. If a student does not have literacy skills, they will have difficulty in writing, reading, speaking, listening and finally the student will have difficulty communicating with other students.

Sajidah et al., (2023) in his research stated that the development of community literacy, especially among elementary school students, is still very minimal, which is seen in students' reading activities in one month or a certain period of time only reading one book or even none at all. This is evidenced by the results of a survey conducted by the

International Association for Evaluation which stated that elementary school students in Indonesia are ranked 29th out of 30 countries in terms of reading skills (Mulasih & Hudhana, 2020). One of the obstacles in learning reading literacy in the classroom is the lack of learning media that can attract students' interest. Conventional learning methods are often considered less effective in overcoming this problem due to the lack of adequate visualization.

Therefore, learning media is needed that can attract students' attention while optimizing their understanding of the text. An important element of learning media is the connection between the teacher's information delivery to students, one example of which is using big book media. Big book media has the uniqueness of large images and writing and the provision of attractive colors. Big book media can be presented according to learning materials so that learning is more meaningful (Mardiyanti et al., 2022).

The sentences used in the big book are related to the images displayed and can be read from a distance to support and focus student understanding. Big books can be used through various paper sizes. Big Book is a visual learning media with special characteristics among other learning media, namely there is an enlargement of text and images (Mansur & Mutmainah, 2023). Putri et al., (2023) explains that by reading the Big Book, students can associate text in the way they pronounce it.

Big Book in learning can also improve students' ability to imitate reality through symbolic objects and images in Big Book (Asna & Pratama, 2022). Based on observations and interviews, researchers found that in class III, learning media had been used but there were no varied media available. Students only focused on the words and sentences in the printed book, textbooks only made students bored and less interesting in attracting interest in learning. For this reason, media is needed that can improve the learning and thinking abilities of students who are still at the logical stage.

Previously, there was previous research that had been studied related to big book media for optimizing reading literacy such as "Using Big Books to Improve Elementary School Students' Reading Comprehension Skills" (Akbar et al., 2022) This study proves that *Big Books* are effective in improving elementary school students' reading comprehension skills. This media helps students understand texts better through interesting visualizations. "Implementation of Big Book Learning Media in Optimizing Beginning Reading for Grade I I Elementary School Students"(Amanah et al., 2024) This

study focuses on optimizing early reading skills with *Big Book* in grade II elementary school students, and shows that this media is effective in attracting students' interest in reading and understanding simple texts. "The Effect Of The Use Of Big Book Writing Media On Students' Writing Ability"(Zunidar, 2022) This study shows that *Big Book* is not only effective in improving reading skills, but can also support writing skills, which shows its benefits as a multifunctional media in literacy. "Literacy Culture of Elementary Madrasah (Case Study of Elementary Madrasah Miftahul Ulum Kesamben Wetan Driyorejo Gresik)" (Arif & Handayani, 2020) This study highlights the importance of literacy culture in the madrasah environment and shows that appropriate media and learning strategies, such as *Big Book* , can play a role in optimizing literacy culture.

Unlike previous studies that generally focus on elementary school students or students at lower grade levels, this study specifically develops *a Big Book* for third grade students at Madrasah Ibtidaiyah, who have different learning needs and characteristics. *The Big Book* in this study is designed with content that is more culturally relevant and in accordance with the learning context in the madrasah. This includes elements that are in accordance with the religious background and values taught at Madrasah Ibtidaiyah, which have not been widely found in previous studies. In addition to improving early reading skills or basic understanding, this article aims to optimize reading comprehension and reading interest simultaneously. With interesting and interactive content, this *Big Book* is expected to inspire a deeper and more sustainable reading culture among students. So based on the explanation above, the purpose of this study is to develop and test the effectiveness of big book media to optimize literacy in third grade students at Madrasah Ibtidaiyah.

METHODS

The research method used is R&D (Research and Development) by adopting the ADDIE model (Analysis: collecting information about training targets, student needs, and environmental factors, Design: designing media according to material, competencies, and student characteristics, Development: products that have been developed are validated by material, media, and language experts, Implementation: small-scale and large-scale trials are carried out to determine the response/use of the product and to determine the effectiveness of the product used, Evaluation: revisions or improvements are made to the

developed product whether it is feasible and appropriate so that it can be used in schools or in general). The research subjects were grade III students of Madrasah Ibtidaiyah consisting of two classes, namely class A and B with a total of 60 students. The research location was at Madrasah Ibtidaiyah Negeri (MIN) 6 Bandar Lampung. This research and development was conducted from February 16, 2023 to June 11, 2024. The developed product was tested in two ways, namely small-scale trials and large-scale trials. Data were collected through observation, interviews, questionnaires, and documentation. The research instrument used a validation questionnaire by material experts, media, language, teacher responses and student responses. To find out the score in the expert validation questionnaire and teacher and student responses, the data was analyzed using a Likert scale while to test the effectiveness of the product/product feasibility using a pretest and posttest with the N-gain test. The following are the stages in the development procedure that was developed:

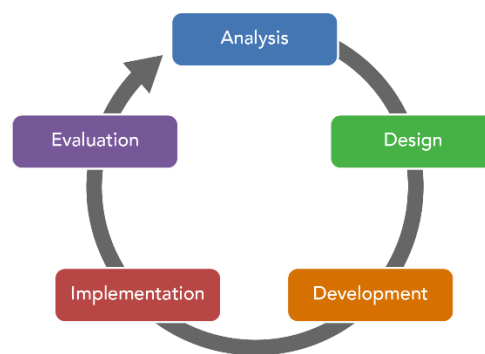


Figure 1 ADDIE Model Research Flow (Shaquille & Zen, 2023)

RESULTS

In this research and development, the resulting product is a Big Book media designed using the ADDIE development model, namely: (1) Analysis: the analysis used is needs analysis, performance analysis, material analysis, student characteristics analysis, and objective analysis. At the performance analysis stage, it was found that the media used in learning is the integrated thematic student printed book of the 2013 curriculum. In classroom learning, other media such as teaching aids (picture media made of cardboard) are sometimes used. At the needs analysis stage, in learning, there are still many students who pay less attention, so other media are needed that can attract students' attention to

learning in class. Indonesian language learning only uses printed books and cardboard media. At the material analysis stage, core competencies and basic competencies are determined based on the 2013 syllabus and curriculum. The Indonesian language learning material taken is about Food Technology Production. In the food technology production material, there are three materials, namely visiting a bakery, bringing healthy food supplies, and the benefits of food technology and the purpose of food processing. The following is an analysis of the material used in the Big Book media, namely:

Table 1. Material Analysis Based on KI, KD, Indicators and Learning Objectives

Core Competencies	Basic competencies	Learning Indicators	Learning objectives
1. Accept and practice the religion that one believes in. 2. Demonstrate disciplined, polite, honest, confident, caring and responsible behavior in interacting with family, friends, teachers, neighbors and the state. 3. Understanding factual, conceptual, procedural and metacognitive knowledge at a basic level by observing, asking and trying based on curiosity about oneself, God's creatures and their activities, and objects encountered at home, at school and at	1. Pay attention to the contents of information texts about 2. Summarizing developments in food production technology. 2. Summarizing information about developments in food production technology	1. Understand the contents of the text correctly. 2. Determine the main points of information correctly and understand the paragraph form of the reading text correctly. 3. Find the exact number of paragraphs of the text that has been read. 4. Identify the benefits of food technology correctly. 5. Explain the benefits of food technology for human life in a coherent and confident manner. 6. Identify the main idea of the text that has been read correctly. 7. Writing the main points of information regarding information about food production technology while paying attention to the use of correct Indonesian Spelling (EBI) rules. 8. By observing the main idea of each paragraph,	1. By reading the text together, students can understand the contents of the text correctly. 2. By answering questions from the text that has been read, students can identify the main idea of the text that has been read correctly. 3. By observing the reading text, students can find the main points of information correctly. 4. After finding information from the reading text, students can write down the main points of information regarding food production technology by paying attention to the use of correct Indonesian Spelling (EBI) rules.

play.	students can exchange
4. Presenting	information about the
factual	content and text
knowledge in	appropriately.
clear,	9. Complete the
systematic and	information from the
logical	reading text correctly.
language, in	10. Find words related to
movements	food technology
that reflect	correctly.
healthy	11. Use these words to
children, and in	complete the
actions that	incomplete sentences
reflect the	correctly.
behavior of	
children with	
faith and noble	
morals.	

Meanwhile, at the stage of analyzing student characteristics, Indonesian language learning mostly only uses integrated printed books and third grade students at MIN 6 Bandar Lampung prefer learning that is integrated with attractive colors and images. At the stage of analyzing the objectives, it was found that after analyzing the material, it was stated that a learning media was needed that would attract students' interest. One of the media that can be used is the Big Book media. In its design and development, this media includes material about food technology production and food technology production results with attractive and diverse image and color designs.

After the analysis stage is carried out, the next stage is to design or plan the Big Book media product. This media design uses the Canva application. At this design stage, the first step is to collect references from the analysis of the specified material and then prepare animated images according to the competencies and indicators that have been determined. In the design of the Big Book media, there is a cover, goals and benefits of food technology, content of the material, and author biodata. The following is the design of the Big Book media for the Food Technology Production material, namely:



Figure 2 Design of the Entire Contents of the Big Book Media

The development stage where the Big Book media that has been developed is then validated by material experts, language experts, and media experts as well as responses from teachers and students to determine the feasibility of the product being developed. In product validation, there are two experts each and one of the experts is a teacher in validating the product. The following are the results of the validation of material experts which are converted into the table and bar chart below:

Table 2. Results of Material Expert Validation

Aspect Indicator Material	Expert Material		Presentatio n	Criteria
	Validators 1	Validators 2		
Aspect learning	90%	100%	95%	Very Worthy
Component Material	93.3%	87%	90.15%	Very Worthy
Eligibility Presentation	90%	80%	85%	Very Worthy
Presentation	91.5 %			
Criteria	Very Worthy			

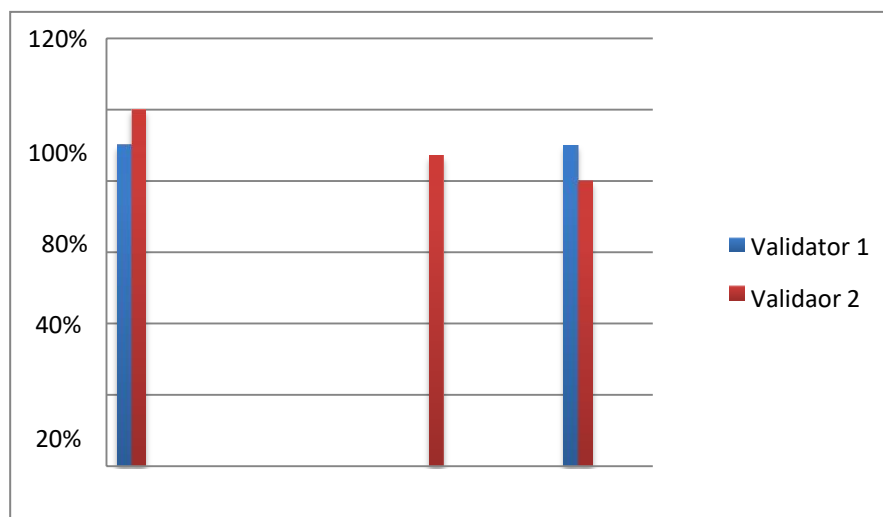


Figure 3 Bar Chart of Material Expert Validation Results

Table 1 and Figure 3 show the results of the validation of material experts based on the assessment of two validators. There are three indicators of material aspects that are assessed, namely Learning Aspect, Material Component, and Presentation Feasibility. In the Learning Aspect, Validator 1 gave a score of 90%, while Validator 2 gave a score of 100%, with an average percentage of 95%, which indicates the criteria of “Very Feasible”. In the Material Component, Validator 1 gave a score of 93.3% and Validator 2 gave a score of 87%, resulting in an average of 90.15%, which is also included in the criteria of “Very Feasible”. For Presentation Feasibility, Validator 1 gave a score of 90%, while Validator 2 gave 80%, so the average is 85%, which is also considered “Very Feasible”.

Overall, the average percentage of all aspects is 91.5%, indicating that the material validated by experts is very suitable for use. The bar chart in Figure 3 shows a comparison of the assessments of the two validators on each indicator of the material aspect. Validator 1 tends to give a higher assessment than Validator 2 on all aspects, except for the learning aspect where Validator 2 gives a maximum score of 100%.

The following presents the results of media expert validation which are converted into the table and bar chart below:

Table 3. Media Expert Validation Results

Aspect Indicator Eligibility Media	Expert Media		Presentation n	Criteria
	Validators 1	Validators 2		
Aspect Appearance	96%	72%	84%	Very Worthy
Aspect use	93.3%	73.3%	83.3%	Very Worthy
Presentation	84.75%			
Criteria	Very Worthy			

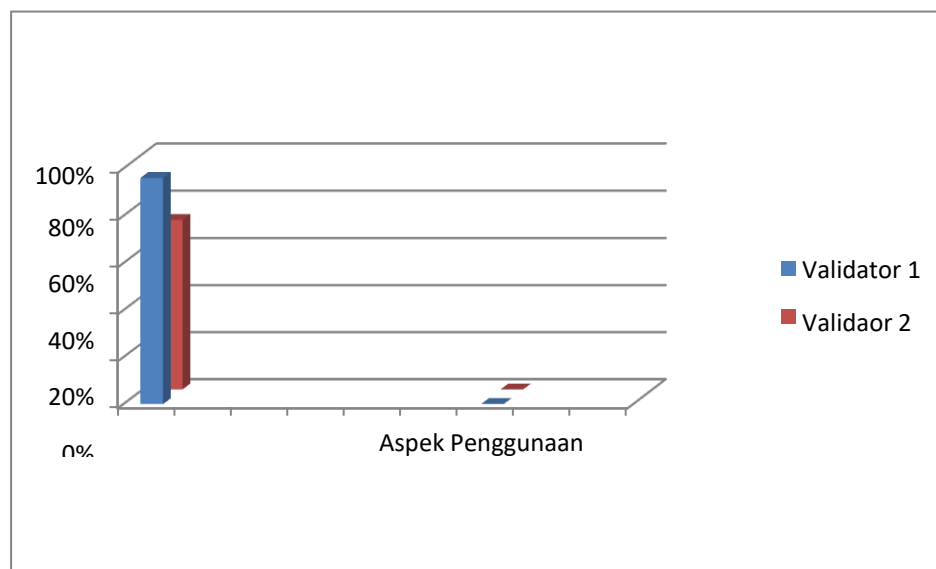
**Figure 4** Bar Chart of Media Expert Validation Results

Table 3 and Figure 4 show the results of media expert validation based on two aspects, namely *the Appearance Aspect* and *the Usage Aspect*, which were assessed by two validators. In *the Appearance Aspect*, Validator 1 gave a score of 96%, while Validator 2 gave a score of 72%, with an average of 84%, which is included in the “Very Eligible” criteria. For *the Usage Aspect*, Validator 1 gave a score of 93.3% while Validator 2 gave a score of 73.3%, so that an average of 83.3% was obtained, which was also assessed as “Very Eligible”.

Overall, the average percentage of these two aspects is 84.75%, indicating that the media is considered very feasible to use. The bar chart in Figure 4 shows the difference in the assessments of the two validators. Validator 1 gave a higher assessment on both aspects than Validator 2, with a fairly large difference especially in the Appearance Aspect.

The following presents the results of the validation by language experts which are converted into the table and bar chart below:

Table 4. Results of Language Expert Validation

Aspect Indicator Language	Expert Language		Presentation n	Criteria
	Validators 1	Validators 2		
Straightforwardness Language	93.3%	86.6%	89.95%	Very Laak
Communicative	93.3%	86.6%	89.95%	Very Worthy
Compliance with rules	80%	95%	87.5%	Very Worthy
Presentation	89%			
Criteria	Very Worthy			

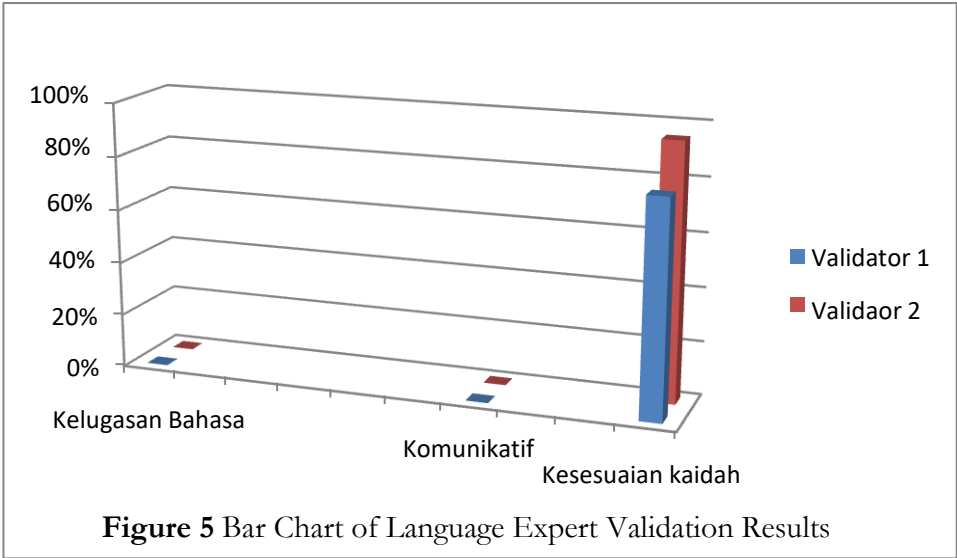


Table 4 and Figure 5 show the results of the validation of linguists on several aspects, namely *Language Breadth*, *Communicative*, and *Conformity with Rules*. In *Language Breadth*, Validator 1 gave an assessment of 93.3%, while Validator 2 gave a score of 86.6%, so the average percentage is 89.95%, which is included in the “Very Eligible” criteria. In the *Communicative aspect*, Validator 1 and Validator 2 gave the same score, namely 93.3% and 86.6%, with an average of 89.95%, also included in the “Very Eligible” category. For the *Conformity with Rules aspect*, Validator 1 gave a score of 80% and Validator 2 gave a score of 95%, with an average percentage of 87.5%, which was considered “Very Eligible”.

Overall, the average validation percentage for all aspects was 89%, indicating that the language material was considered very suitable for use. In the bar chart in Figure 5, there is a difference in the values given by the two validators, especially in the aspect of *Conformity to Rules*, where Validator 2 gave a higher score than Validator 1.

The fourth stage in the development of this product is implementation. In the implementation stage, the Big Book media that has been developed is then tested to determine the feasibility response to the product. This trial is carried out by teachers and students. For the trials carried out by students, it is divided into two, namely small-scale trials and large-scale trials. The following are the results of teacher responses and trials on students, namely:

Table 5. Teacher Response Results

Aspect	Response		Presentation	Criteria
	Educator 1	Educator 2		
Aspect Learning	96.6%	86.7%	91.65%	Very Interesting
Component Material	86.7%	100%	93.35%	Very Interesting
Eligibility Presentation	90%	90%	90%	Very Interesting
Presentation		91%		
Criteria		Very Interesting		

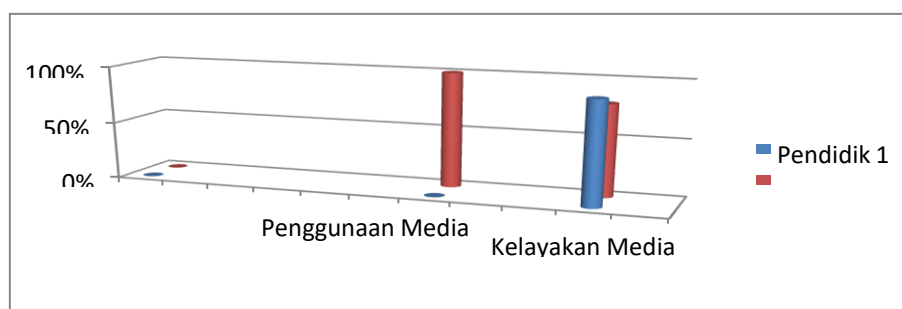


Figure 6 Bar Chart of Teacher Response Results

Table 5 shows the results of teacher responses to the use of learning media assessed through three main aspects, namely the learning aspect, material components, and presentation feasibility. The responses from the two educators showed that in the learning aspect, educator 1 gave a score of 96.6% while educator 2 gave 86.7%, resulting in an average percentage of 91.65% which was categorized as “Very Interesting”. In the material

component aspect, educator 1 gave a score of 86.7% while educator 2 gave a full score of 100%, with an average percentage of 93.35% which was also categorized as “Very Interesting”. For the presentation feasibility, both educators gave the same score of 90%, with an average of 90% which was assessed as “Very Interesting”. The overall average percentage of all aspects was 91%, indicating that the use of learning media was very interesting overall.

Figure 6 complements the data from the table with a bar chart that visualizes the differences in assessment between educator 1 and educator 2 on the aspects of media feasibility and media use. This diagram shows that both educators gave quite high and consistent responses, confirming the conclusion that the learning media used were feasible and very interesting for educators.

The following presents the results of small-scale field trials and large-scale trials on the Big Book media product below:

Table 6. Small Scale Trial

Aspect	Presentation	Criteria
Aspect Appearance	92%	Very Interesting
Convenience usemedia	92%	Very Interesting
Material	91%	Very Interesting
Presentation	91%	
Category	Very Interesting	

Table 7. Large Scale Trial

Aspect	Class A Presentation	Class B Presentation	Criteria
Aspect Appearance	89%	93%	Very Interesting
Convenience usemedia	92%	92%	Very Interesting
Material	91%	93%	
Percentage	90%	92%	Very Interesting
Category	Very interesting	Very interesting	

Table 6 and Table 7 illustrate the results of the small-scale and large-scale learning media trials. In Table 6, the results of the small-scale trial show that the appearance and

ease of use aspects of the media each received a rating of 92%, while the material aspect received a rating of 91%. The overall average percentage for the small-scale trial was 91%, with the rating category “Very Interesting”.

Table 7 shows the results of large-scale trials conducted in two classes, namely Class A and Class B. For Class A, the appearance aspect received a rating of 89%, ease of use of media 92%, and material aspect 91%, resulting in an average percentage of 90% with the category “Very Interesting”. In Class B, the appearance aspect received a higher rating of 93%, ease of use of media 92%, and material 93%, with an average percentage of 92% which was also categorized as “Very Interesting”. Overall, the results of both trials indicate that the learning media tested were very much liked and considered interesting both on a small and large scale.

To test the effectiveness of the Big Book media product, a pretest and post-test were conducted. The following is a conversion of the results of the small-scale and large-scale pretest and post-test, namely:

Table 8. Results Pretest And Posttest Scale Small Class III A

Type Test	Amount Mark	Average
Pretest	970	121.25
Posttest	1190	148.75

Table 9. Results Analysis N-Gain Small Scale Class III A

N-Gain Score	Information
0.51	Currently

Table 10. Results Pretest And Posttest Scale Small Class III B

Type Test	Amount Mark	Average
Pretest	880	58.67
Posttest	1190	79.33

Table 11. Results Analysis N-Gain Small Scale Class III B

N-Gain Score	Information
0.50	Currently

Table 12. Results Pretest And Posttest Large Scale Class III A

Type Test	Amount Mark	Average
Pretest	2190	2720
Posttest	66.36	82.42

Table 13. Results Analysis N-Gain Scale Big Class III A

N-Gain Score	Information
0.47	Currently

Table 14. Results Pretest And Posttest Scale Big Class III B

Type Test	Amount Mark	Average
Pretest	1770	2480
Posttest	55.3125	77.5

Table 15. Results Analysis N-Gain Group Class Size III B

N-Gain Score	Information
0.51	Currently

The tables shown contain the results of the pretest and posttest as well as the N-Gain analysis on a small and large scale in classes III A and III B. In Table 8, the results of the small-scale pretest and posttest for Class III A show that the total pretest score is 970 with an average of 121.25, while the posttest reaches 1190 with an average of 148.75. The results of the N-Gain analysis in Table 9 show a score of 0.51 which is categorized as “Moderate”. In Table 10, the results of the small-scale pretest and posttest for Class III B show a total pretest score of 880 with an average of 58.67, while the posttest reaches 1190 with an average of 79.33. Table 11 displays the results of the N-Gain analysis with a score of 0.50 which is also categorized as “Moderate”.

Table 12 shows the results of the large-scale pretest and posttest of Class III A with a total pretest score of 2190 and an average of 2720, while the posttest score was 66.36 with an average of 82.42. The N-Gain analysis in Table 13 shows a score of 0.47 which is categorized as “Moderate”. Furthermore, Table 14 shows the results of the large-scale

pretest and posttest of Class III B with a total pretest score of 1770 and a posttest score of 2480, resulting in a pretest average of 55.31 and a posttest average of 77.5. The N-Gain analysis in Table 15 shows a score of 0.51 which is also categorized as “Moderate”. Overall, the data from these tables show an increase in learning outcomes in all classes with a consistent N-Gain category at the “Moderate” level.

The final stage in the development of the ADDIE model is evaluation. This evaluation stage is carried out to revise the Big Book media product that has been developed if there are improvements based on suggestions and responses from experts, teachers, and students. The following describes the results of the Big Book media which are described in table form, namely:

Table 16. Big Book Media Development Results

Category	Presentation	Criteria
Validation Subject Matter Expert	91.5%	Very Worthy
Validation Media Expert	84.75%	Very Worthy
Validation Linguist	89%	Very Worthy
Response Educator	91%	Very Worthy
Test Try Scale Small	91%	Very Worthy
Test Try Scale Big	92%	Very Worthy

Table 16 illustrates the results of the Big Book media development based on various evaluation categories. The validation results by material experts showed a percentage of 91.5% with the criteria of “Very Eligible”. Validation by media experts obtained a result of 84.75%, which was also categorized as “Very Eligible”. Validation by language experts produced a value of 89%, which was included in the category of “Very Eligible”. The response of educators to the Big Book media showed a figure of 91%, confirming that this media is very feasible to use. Small-scale trials produced a percentage of 91%, and large-scale trials showed slightly higher results, namely 92%. Both trials showed that this Big Book media was considered “Very Eligible” for use. Overall, these data show that the Big Book media has been validated and tested well, and is considered very feasible to use in learning.

DISCUSSION

The low literacy rate of students in elementary education, especially Madrasah Ibtidaiyah, is currently a challenge for teachers and parents in re-growing literacy. Because growing literacy from an early age can produce a young generation with broad knowledge so that they have competence in their fields. In growing or improving literacy in students, especially elementary school students, according to Handayani & Maknun, (2022); Odah & Yuniarti, (2023) that one of the activities implemented to foster literacy for students in schools is to carry out a 15-minute book reading activity routinely before the teacher conducts learning. In addition to fostering literacy, this activity also aims to foster interest in reading and improve reading skills for students with reading materials provided based on the classification of student ability and development levels, namely in the form of materials on local, national, global wisdom values, moral values, and so on (Rawin et al., 2023). According to Septiana & Saufa, (2024), a simple way that can be done to help foster student literacy is to instill reading habits for students. As for Irianto & Febrianti, (2017), explains that in building mastery of all knowledge, a foundation is needed to realize this, namely by building pleasure and reading habits. While hobbies are one of the positive activities that can make someone smarter than someone who does not have a reading habit.

Improving basic literacy skills needs to be supported by media. In improving literacy skills possessed by students, of course, teachers need the right literacy media. Learning media is included in educational facilities and infrastructure which are important components to always be considered in improving the quality of the teaching and learning process. Big Book is one of the literacy media that can improve the literacy skills of elementary school students. Big book media is basically in the form of a book in general, but big book media prioritizes the presentation of material accompanied by illustrations such as pictures and reduces content in the form of writing that aims to attract children's interest in reading the big book itself (Aini et al., 2024; Marwan et al., 2021; Puspitasari, 2022).

The media that can be used to help develop reading skills are very diverse, one of which is a big book. Judging from the results of field tests, big books are very suitable for use in reading. The results of the study showed that this media is very feasible to use with a percentage of material expert validation of 91.5%, media expert validation of 84.75%, and language expert validation of 89%. Small and large scale trials showed average results of

91% and 92% respectively, with the category “Very Eligible”. The results of the pretest and posttest in classes III A and III B showed an increase in the N-Gain score with the category “Medium”. Big book media has the characteristic of easily obtained materials and has an attractive design (Hartati et al., 2022). Big books can be used in lower classes because the book has features that are tailored to student needs and allows teachers to determine the content and topics based on student interests and learning content (Khairani et al., 2024).

The use of big book media in low-grade literacy activities is very much needed because the media is not only in the form of text but also accompanied by images with various themes that are interesting to students. Big book media can be used as an alternative to improve students' early reading skills, so it is important to be able to use it (Riyanto et al., 2024). The results of the observation showed that students showed enthusiasm in literacy activities using the big book that had been developed. This shows that big book literacy media plays a very important role in positively motivating students' literacy activities (Dini, 2023). If this is continued, it can provide changes in literacy skills. This is in line with the statement that the use of media in literacy activities can have a positive impact on cognitive aspects, and mindsets, and students' literacy skills (Baiti, 2020).

This study strengthens the results of previous research on the effectiveness of the Big Book. Research by Rahmah & Amaliya, (2022) revealed that Big Book is effective in improving elementary school students' reading comprehension skills. Research Muzdalifah & Subrata, (2022) shows that Big Book is able to attract students' interest in reading and understanding simple texts. Aisah & Rini, (2022) highlighted that Big Book supports the improvement of writing skills in addition to reading. In this study, focusing on grade III students of Madrasah Ibtidaiyah provides a different perspective because it involves materials that are relevant to the local religious and cultural context. This goes beyond previous studies that generally focus on general elementary school students with more generic materials.

The findings of this study indicate that Big Book media can improve students' reading interest and literacy skills. The trial showed a significant increase in learning outcomes, although N-Gain is still categorized as “Moderate”. This shows that Big Book media is effective but still requires a combination with other teaching methods for more

optimal results. Attractive design, relevant visualization, and integration of colors and images help increase student engagement in the learning process.

The shortcomings of this article include the results of the increase in N-Gain scores which are still in the “Moderate” category, indicating that there is room for improvement in the design of supporting media or teaching methods. The study was also only conducted in one school with a limited sample, so the results cannot be generalized to a wider context. The article also has not discussed in detail about parental involvement or other learning environments that affect the results.

The results of this study have important implications for the development of learning media in elementary schools, especially Madrasah Ibtidaiyah. Big Book media can be an alternative effective learning media to improve reading literacy by paying attention to culturally relevant content and the values taught. This study encourages the development of other more innovative and interactive learning media, and underlines the importance of expert validation to ensure the feasibility of the media. The practical implication is that teachers can utilize media such as Big Book to stimulate students' reading interest and make the learning process more interesting.

CONCLUSION

The development of Big Book media for grade III students at Madrasah Ibtidaiyah has proven effective in increasing interest and reading literacy skills. By implementing the ADDIE model in its development process, the Big Book media was validated by material, media, and language experts with results that were very suitable for use, namely 91.5%, 84.75%, and 89% respectively. Small and large-scale trials indicated consistent results, each obtaining an average percentage of 91% and 92%, indicating that this media is very popular and well received by students and educators. The findings of this study provide new points, namely that the use of learning media with attractive visualizations and relevant content can increase student engagement in learning. The results of the pretest and posttest showed an increase in the N-Gain score which was categorized as “Moderate”, indicating that the Big Book media was able to improve students' literacy skills but required the support of additional teaching methods for more optimal results. The implications of this study emphasize the importance of using visual-rich and interactive media in learning to support increased literacy, as well as the importance of thorough validation by experts. However,

this study has limitations in the results of the improvement which are still at the “Medium” level and the scope of the study is limited to one school, so the results cannot be generalized to a wider context. Thus, further research is recommended to expand the sample and consider collaboration with other learning methods so that the effectiveness of the Big Book media can be further improved.

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