

## BIG BOOKS, BIG IMPACT: ENHANCING EARLY LEARNERS' READING COMPREHENSION

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**Abstract:** *This study aims to: (1) describe the development of an ethnoscience-based Big Book teaching module on North Sumatra traditional food for plant part, (2) determine the validity level of the ethnoscience-based Big Book teaching module on North Sumatra traditional food, and (3) determine the practicality level of the ethnoscience-based Big Book teaching module on North Sumatra traditional food in fifth grade students. The research employed a Research and Development (R&D) method using the ADDIE development model, which consists of the stages of analysis, design, development, implementation, and evaluation, but was limited to the development stage due to constraints of time, cost, and resources. The product generated is an ethnoscience-based Big Book teaching module for plant part that utilizes the context of North Sumatra traditional food, validated by a material expert, a design expert, and a language expert, and tested for practicality through teacher and student responses. The validation results show validity percentages of 96.8% for the material expert, 91.6% for the design expert, and 93.3% for the language expert, all of which fall into the very valid category. Practicality test results indicate percentages of 98.3% for teacher responses and 94.37% for student responses, both categorized as very practical. Thus, the ethnoscience-based Big Book teaching module on North Sumatra traditional food is declared very valid and very practical to be used as teaching material for plant topics in fifth grade of primary school teacher education.*

**Keywords:** *big books, early learners, reading comprehension*

### Introduction

Education constitutes a crucial arena in shaping outcomes capable of enduring over time (Sari et al., 2021). Education serves as a platform for individuals to develop knowledge in order to enhance and improve the quality of human resources. Furthermore, education can influence an individual's ability to adapt to their surrounding environment (Wati & Sudigdo, 2019). According to Permatasari in (Sitepu et al., 2021), elementary education aims to establish the foundation of intelligence, knowledge, personality, noble character, as well as skills for independent living and pursuing further education. Quality education undoubtedly requires educators who are capable and prepared to perform professionally within the school environment and local community. A teacher does not merely deliver instructional material but must be able to manage learning resources to facilitate learning activities (Nahda et al., n.d. 2021). Indah dkk (2020) The availability of supporting facilities in Science Education lectures is imperative for facilitating the attainment of effective learning outcomes.

A significant problem frequently encountered by teachers in learning activities is selecting or determining appropriate instructional materials or teaching resources to assist students in achieving competencies. This is attributed to the fact that in curricula or syllabi, instructional materials are merely outlined in broad terms as "core materials." Additionally, the utilization of teaching materials presents another challenge. This utilization refers to pedagogical approaches from the teacher's perspective and learning strategies from the student's perspective. In the Independent Curriculum (Kurikulum Merdeka), teachers play a crucial role in developing teaching modules; however, in reality, many teachers still lack a thorough understanding of techniques for constructing and developing these modules. Learning processes that fail to plan teaching modules adequately will inevitably result in unsystematic content delivery to students, consequently creating an imbalance in the teaching-learning dynamic between teachers and students. It can also be ascertained that the implemented instruction will appear less engaging because teachers have not prepared teaching modules adequately (Salsabilla & Jannah, 2023).

According to (Nasional & Unikama, 2019), modules constitute a form of printed instructional media frequently utilized by teachers and students in learning activities. Modules as self-contained instructional media consist of a series of learning activities designed to assist students in achieving specifically and operationally formulated learning objectives. Modules are employed as organizational tools for instructional materials that demonstrate educational functions. Students can comprehend concepts when they are able to independently solve problems through activities that utilize their thinking skills (Bagus et al., 2023). The utilization of Big Book teaching modules enables students to understand learning concepts, particularly in Science lessons on Healthy Food topics. Meanwhile, education in Indonesia typically relies on available textbooks, consequently causing students to exhibit limited interest in instruction delivered by teachers. One approach to facilitate students' comprehension of Healthy Food instruction is through the implementation of Ethnoscience-based Big Book teaching modules.

The implementation of ethnoscience-based learning aligns with contemporary developments and curricular principles adopted by the Indonesian nation, and aims to instill appreciation for culture and nationality, enabling students to enhance their knowledge and understanding of the culture and potential inherent to their regions. This approach serves to address students' difficulties in absorbing abstract subject matter by providing learning experiences that engage students comprehensively in accordance with real-world contexts and as a specific alternative for actualizing nationalism character formation through ethnoscience implementation (Gusmawati & Montessori, 2022).

The development of Ethnoscience-based Big Book teaching modules with large-format presentation and visually appealing illustrations will redirect students' attention toward these modules, as the materials are not only more detailed but also seldom utilized in schools, and the large module size generates students' curiosity to engage with the content. Science topics related to Green Plants, specifically Panganan Pulut (traditional glutinous rice delicacy), will be discussed in the Ethnoscience-based Big Book teaching module.

### **Literature Review**

A module is instructional material systematically designed based on a specific curriculum and packaged in minimal learning units, enabling independent study within designated time frames so that students master the taught competencies (Sirate & Ramadhana, n.d. 2017).

According to Mulyasa in (Dewi & Abdullah, 2020), modules constitute one form of instructional media that can be utilized. Modules can be defined as self-learning packages encompassing a series of systematically planned and designed learning experiences to assist students in achieving learning objectives.

According to (Mufidah Chilmiyah Izzatul, 2014), modules can be defined as lessons compiled and presented in written form such that readers are expected to absorb the material independently. In other words, a module serves as instructional material where readers can engage in self-directed learning. Through the provision of modules, it is anticipated that students will be motivated to learn independently without requiring constant teacher assistance.

The purpose of teaching module development, according to learning and assessment guidelines, is to enrich instructional tools that can guide teachers in conducting instruction in both closed and open classroom settings (Maulinda, 2022). In this regard, the Independent Curriculum grants teachers flexibility to enrich modules through two approaches: teachers may select or modify modules already prepared by the government and adapt them to student characteristics, or develop modules individually according to subject matter and student characteristics. According to (Maulinda, 2022), teaching modules globally comprise the following components: a) general information component, b) core component, c) appendices. The general information component includes several elements: 1) module identity, originating institution, and year of module development, school level, grade, time allocation, 2) prerequisite competencies, 3) Pancasila student profile, 4) facilities and infrastructure, 5) target students, 6) learning model. The core component encompasses: learning objectives, assessment, meaningful understanding, essential questions, learning activities, and student and teacher reflection. The final stage consists of appendices including student worksheets, enrichment and remedial materials, teacher and student instructional materials, glossary, and bibliography.

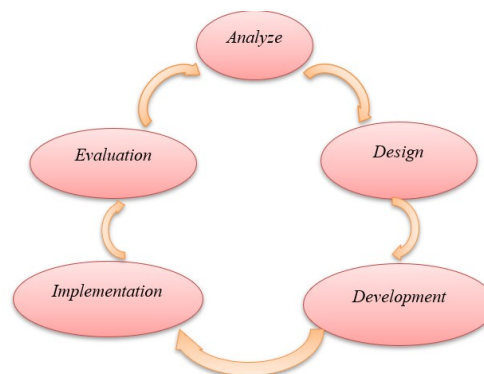
According to (J. Pendidikan & Widya, 2023), big books are illustrated books selected for enlargement and possessing distinctive qualities. These distinctive qualities refer to children's rapid attraction to big book media due to their illustrations, containing rhythm appealing to children, featuring large images, incorporating repetitive text, presenting planned vocabulary with partial repetition, and having simple storylines. Big book dimensions can vary, for instance A3, A4, A5, or newspaper size. Big book dimensions must consider readability for all students in the classroom.

The scientific approach currently recommended in Indonesian education is ethnoscience, namely indigenous knowledge in the form of customary language and culture, morals, as well as technology created by communities or specific individuals that contains scientific knowledge (Sayekti, 2019). In implementing science instruction and learning with the ethnoscience approach, teachers require the ability to integrate indigenous knowledge with scientific knowledge.

According to (Rahayu et al., 2015), ethnoscience constitutes the activity of transforming indigenous science into scientific science. Indigenous scientific knowledge comprises all knowledge concerning societal facts. This knowledge originates from beliefs transmitted across generations. The scope of indigenous scientific knowledge encompasses the fields of science, agriculture, ecology, medicine, and the benefits of flora and fauna.

## Method

The methodology employed in this study is the research and development method or Research and Development (R&D). The researcher will develop an Ethnoscience-based Big Book teaching module, wherein information gathering activities for usage requirements constitute the Research phase, while the production of the Ethnoscience-based Big Book teaching module is accomplished through the Development phase. This study utilizes the ADDIE development design (Analyze, Design, Develop, Implement, and Evaluate).



**Figure 1. ADDIE Procedure**

This research was conducted at Universitas Muhammadiyah Sumatera Utara. Data sources in this study were derived from the results of content, language, and design validity testing by expert validators, as well as practicality testing results by a lecturer in the Elementary School Teacher Education program and practicality testing results or responses from 40 fifth-semester students. The instruments in this study consisted of teaching module validation questionnaire sheets comprising material expert validation, design expert validation, and language expert validation, followed by teaching module practicality questionnaire sheets consisting of teacher response practicality questionnaires and student response questionnaires.

### **Result and Discussion**

This study constitutes development research, also referred to as Research and Development (R&D), focusing on the research and development of an Ethnoscience-based Big Book teaching module product featuring Panganan Pulut, a traditional delicacy from North Sumatra. The development of this teaching module utilized the Canva application. The resulting product underwent content, design, and language validation by expert validators.

Following the completion of validation and declaration of validity, a small group trial was subsequently conducted with 6 fifth-grade students from SD Terpadu Muhammadiyah 36 Medan. The development of this module employed the ADDIE model, namely the Analysis phase, Design phase, Development phase, Implementation phase, and Evaluation phase. However, this research was limited to the Development phase only, due to constraints in time, budget, and resources.

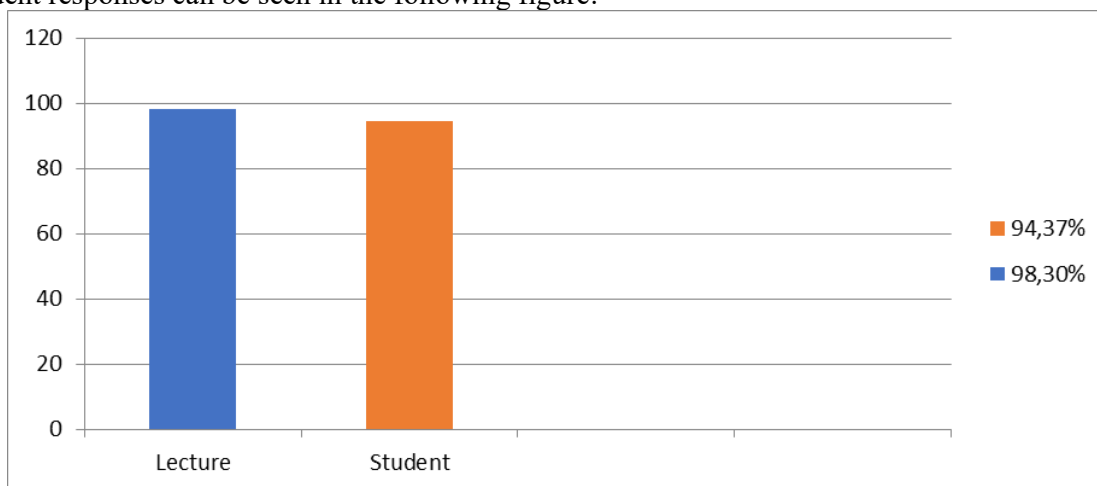
Content validation results yielded a total score of 92 with a percentage of 96.8%, meeting the validation criteria of 76%-100% for a highly valid validation level. Design validation results obtained a total score of 55 with a percentage of 91.6%, meeting the validation criteria of 76%-100% for a highly valid validation level. Language expert validation results achieved a total score of 56 with a percentage of 93.3%, meeting the validation criteria of 76%-100% for a highly valid validation level.

For the data collected from the validation results of the Ethnoscience-based Big Book teaching module, the validity interpretation data of the Ethnoscience-based Big Book teaching module is subsequently presented in the following table:

**Table 1. Validation Test**

Validated Aspect	Validation Test Percentage	Interpretatiob
Subject	96,8%	Very Valid
Design	94,5%	Very Valid
Language	93,3%	Very Valid

Subsequently, testing continued with the practicality testing of the teaching module. The results obtained from the teacher response questionnaire reached 98.3%. When adjusted with the percentage results from teacher responses to the teaching module at 98.3%, it falls into the very practical criteria. Next, testing was conducted on student practicality. Based on the calculation results, the assessment of the big book teaching module based on ethnoscience of pulut (sticky rice) traditional food from North Sumatra for student responses reached 94.37%. When adjusted with the percentage results from student responses to the teaching module, it falls into the very practical criteria. The results of the practicality level of the teaching module for teacher and student responses can be seen in the following figure:



**Figure 2. Diagram of Teaching Module Practicality Based on Teacher and Student Responses**

The above results align with the study conducted by Muhammad Faizin et al. entitled "Development of Multicultural-Based Social Studies Learning Module for Elementary School Students" (2023), which stated that the use of theme books and whiteboards evidently causes students to become bored more quickly and struggle to comprehend the material. Therefore, an innovation that teachers can implement is developing learning modules. This research aimed to determine the steps for developing a multicultural-based social studies learning module for fourth-grade students and to assess the validity and practicality of the module. This study employed the ADDIE development model.

This developmental research produced a multicultural-based social studies learning module for fourth-grade students at SD Istianah, Sorong City. The stages implemented included module validation and practicality questionnaire sheets. Based on design validation by UNIMUDA Sorong and content validation by teachers at the respective elementary school, a score of 89 was

obtained with a percentage of 82%, falling into the "Very Good" category. The content and language validation yielded a score of 111, with a percentage of 79%, categorized as "Very Good." The module's practicality results through student and teacher response questionnaires showed percentages of 71% from students and 73% from teachers, thus falling into the "Good" category. Based on the research conducted, it can be concluded that the multicultural-based social studies learning module for elementary school students is valid and practical, making it suitable for use in the learning process at SD Istianah, Sorong City.

### Conclusion

Based on the results of the developmental research on the ethnoscience-based big book teaching module featuring pulut (sticky rice) traditional food from North Sumatra, the following conclusions can be drawn. The ethnoscience-based big book teaching module employed the ADDIE development model for the green plants topic, consisting of five stages: Analysis, Design, Development, Implementation, and Evaluation. However, in this study, the researcher limited the research to the Development stage due to constraints in budget, time, and resources. After conducting validation and based on the validation results obtained, the validators concluded that the teaching module is suitable for use. The big book teaching module falls into the "Very Practical" category for use in learning activities on the green plants topic.

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