Development Of Word Flannel Board Learning Media in Increasing The Learning Motivation of Indonesian Language Students

Alfira Syawalia[1*], Arum Fatayan[2]
[1,2]Universitas Muhammadiyah Prof. Dr. Hamka
18alfira@gmail.com

Abstract

The problem of students who do not understand Indonesian subject matter is the basis of this research. Because teachers do not use learning media in the learning process, students are not motivated to learn. This research aims to develop word flannel board media so that it meets the eligibility criteria to be implemented in Indonesian class II lessons. This research uses the Research and Development method using a 4D model. The subjects of this study consisted of 28 grade II students. The validation results were calculated using a Likert scale, from media experts got a percentage of 95% and responses obtained from 28 students got a percentage of 94%. Based on the results of the acquisition, it was concluded that the word flannel board media in the Indonesian class II elementary school lesson was said to be very feasible to use.

Keywords: Learning media, word flannel board, learning motivation, Indonesian

Abstrak

Masalah siswa yang tidak memahami materi pelajaran Bahasa Indonesia menjadi dasar penelitian ini. Karena guru tidak menggunakan media pembelajaran dalam proses pembelajaran, siswa tidak termotivasi untuk belajar. Penelitian ini bertujuan untuk mengembangkan media papan flannel kata sehingga memenuhi kriteria kelayakan untuk diimplementasikan pada pelajaran bahasa Indonesia kelas II. Penelitian ini menggunakan metode Research and Development dengan menggunakan model 4D. Subjek penelitian ini terdiri dari 28 siswa kelas II. Hasil validasi dihitung menggunakan skala likert, dari pakar media mendapatkan persentase 95% dan respon yang didapatkan dari siswa berjumlah 28 mendapat persentase 94%. Berdasarkan hasil perolehan disimpulkan bahwa media papan flannel kata pada pelajaran bahasa Indonesia kelas II SD dikatakan sangat layak digunakan.

Kata kunci: Media pembelajaran, papan flannel kata, motivasi belajar, bahasa indonesia

INTRODUCTION

In the learning process, learning media is very important for learning and teachers must use it. If a teacher is not varied and the learning media used is not optimal, it can cause students to be not interested in learning. This is very unfortunate because contrary to the purpose of learning media as a learning aid, the diversity of learning media also encourages students to actively participate in learning activities by using learning tools that are fun and not boring (Yessy Yanita Sari, Nani Solihati, 2022). Thus, the media they use is media in the form of educational games, quizzes, competitions, and many more. So that with the media can increase students' desire to learn.

According to Sardiman (in Setiyaningsih & Sunarso, 2020), learning motivation for students is a motivation that encourages activities, ensures that activities remain consistent, and provides direction to students. Meanwhile, according to (Kompri, 2016) learning motivation is the physical state and psychological development of students to shape and influence learning motivation (FATAYAN et al., 2019). Taking into account the definitions from the above experts reach the conclusion that the drive to learn comes from within and from outside which motivates students to learn and helps them to achieve their desired goals.

In Indonesian, there are four dimensions of language skills, namely: speaking, listening, writing, and reading (Istiqoh, 2020). Listening and speaking are advanced aspects of spoken language skills, while reading and writing are advanced aspects of spoken language skills, writing skills are important for students because writing allows them to express their feelings, experiences, and ideas. According to (Rosmaya, 2018) writing is the process of turning ideas into written words (Fatayan et al., 2023). From this statement, it can be concluded that every writer has thoughts and ideas that they want to convey through writing.

One of the ways to support student learning in Indonesian language lessons is through the application of learning media. During the learning process, the media functions as a vehicle or reference for messages that occur through the stimulation of thoughts, feelings, attention, and readiness, so that the recipient of the message can be encouraged and participate in learning. According to Hamid (in Pratiwi, 2023), media is a format or channel used to convey a message. According to (Prahesti & Fauziah, 2021) learning media is the use of tools when the content of teaching materials is delivered and can encourage students to follow the learning process. According to (Hilmi, 2016) media is a tool obtained by changing, listening, watching and reading, which can be used appropriately in learning activities and involves means to influence the effectiveness of educational programs.

According to some of the experts above, it is concluded that learning media can convey messages through various channels, arouse students' thoughts, emotions and preparation, and facilitate the design of students' learning processes so that they can successfully achieve their learning goals. When teachers use interesting learning media, students will have an interest in learning (Fatayan et al., n.d.). Teachers must be innovative and creative in creating their learning media. Word flannel board media is one of the developments in the field of learning media. There are several kinds of learning tools that can improve students' vocabulary skills, one of which is the word flannel board. According to Astiani, Halimah & Hidayat (in Rahayu, 2019) flannel board media is a tool made from flannel fabric. According to (Mulyati et al., 2019) is a board that is covered with flannel fabric and presented with images that can be easily installed and removed and can be used continuously.

Teachers can use the word flannel board media to encourage thoughts, feelings, encourage students to be more active in teaching and learning activities and create a more comfortable classroom atmosphere and can foster student motivation in learning readiness (Ghani et al., 2022). From previous research related to this topic, such as the research conducted (Sukadari, 2019) entitled "Thematic Learning Media for Random Word Boards to Improve Reading Ability of Class VB Students of SDN 2 Padokan". The results of this study show that the learning media is suitable for use.

Therefore, the researcher plans to create a Word Flannel Board learning medium, which is only used to search and learn vocabulary. However, it has now been developed to encourage students to write sentences and combine words into a sentence. Therefore, the title of this research can be formulated as follows: "Development of Word Flannel Board Learning Media in Increasing the Learning Motivation of Indonesian Subject Students".

So, from the explanation of the experts above, it can be concluded that the word flannel board is an effective learning tool equipped with writing and pictures to help students convey a message. This research was made with the aim of helping students understand and memorize vocabulary and form vocabulary while practicing writing sentences.

RESEARCH METHODS

This research was conducted on elementary school students. The subjects in this study involved 28 students in grade II. Using the Research and Development (R&D) development method, this method is used to create educational products and test how effective they are in the field of education. (Lagur, 2016). This descriptive research applies a research and development approach. Research and development is a type of research conducted to make a certain product and evaluate how effective and suitable the product is (Sugiyono, 2009:407). The 4D model (Four D) developed by Thiagarajan (1974) was used for this development. The 4D model consists of four steps: Define, Design, Develop and Disseminate (Maydiantoro, 2021).

In this study, it was obtained from the distribution of questionnaires from media experts and student responses. The media experts are media expert lecturers and the sample is 28 from grade II elementary school students. This research was only conducted for large groups.

After the validator fills out all the validation questionnaires and questionnaires given during the trial, the percentage of the feasibility of the word flannel board media will be obtained using the following formula:

$$P = \frac{\text{jumlah skor yang diperoleh}}{\text{jumlah skor maksimal}} \; x \; 100\%$$

Information:
P   = Presented
100% = constant/scale

To calculate data from the validation results using the Likert scale, the following is a score scoring table:

Table 1. Validation Score Percentage

Presented	Criterion
81% - 100%	Highly Worthy
61% - 80%	Proper
41% - 60%	Quite Decent
21% - 40%	Less Worthy
0% - 20%	Not Eligible

This likert scale asks respondents to answer a questionnaire that shows their level of agreement with the question or statement. Here are the assessment criteria:

Table 2. Assessment Criteria

Information	Score
Perfect fit	5
Appropriate	4
Enough	3
Less Suitable	2
Not suitable	1

RESULTS AND DISCUSSION

This research is in the form of the development of word flannel board media for Class II Indonesian lessons in elementary schools. In this study, the development of word flannel board media was carried out to meet the eligibility criteria and implemented to students, one of which is the researcher designed by providing words that are used to help students when learning Indonesian lessons.

The media development process went through several stages, such as validation of media experts and conducting research on a large group consisting of 28 grade II students. After that, testing the developed media can be evaluated whether the quality of the developed media is feasible or not.

The development of this word flannel board media uses a 4D model that has 4 steps, namely define, design, develop, and disseminate.

The first step is to define, the researcher makes observations at SDN Batu Ampar 09 Morning, to see or find out what problems and media are suitable to use.

The second step is design, after analyzing the problems that occur in grade II of elementary school. Researchers are looking for the right learning tools to be developed in learning Indonesian. The researcher chose to develop word flannel board media for Indonesian lessons in grade II.

The third step is developing, there are several steps, namely, production steps, implementation steps, and evaluation. In the evaluation step, the collection of materials and tools is in accordance with class II material. Then assembly, the material will be designed according to the original shape.

The fourth step is socialization or implementation. This step is a product implementation step to see if the developed tool is feasible enough or not. Media validation was carried out by media experts and 28 grade II elementary school students. The word flannel board media that has been developed is as follows:

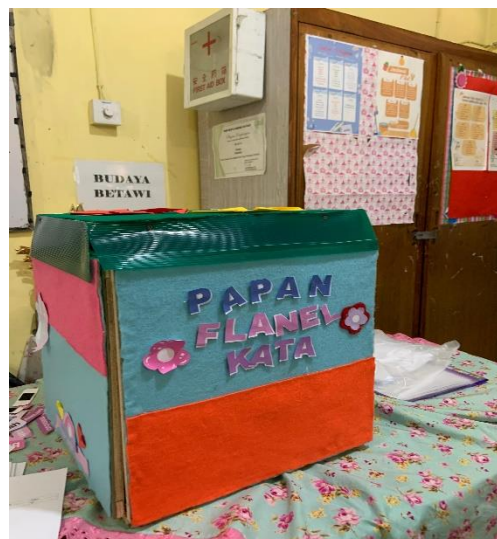**Figure 1. The board has not been designed**

Figure 2. Flannel board in design

This word flannel board media contains content such as containing words that can help students in learning Indonesian and make grade II students more active. The media that has been developed will involve students throughout the learning process, which is useful to help them understand the material quickly. After media creation, validity testing is the next step. At this stage, it is carried out to assess the feasibility level of the word flannel board media that has been developed. This stage starts from media experts.

Table 3. Media expert validation

No.	Aspects	Percentage (%)	Category
1.	Learning	100%	Highly Worthy
2.	Curriculum	100%	Highly Worthy
3.	Coloring	80%	Highly Worthy
4.	Shape	100%	Highly Worthy
5.	Usage of Words and Language	100%	Highly Worthy
6.	Media Display	80%	Highly Worthy
Rata-rata		**95%**	**Highly Worthy**

Based on table 3, the results of the validation of media experts include six aspects, in the aspect of Learning received a percentage of 100%, curriculum 100%, coloring 80%, form 100%, use of words and language 100%, and media display 80%. So that it gets an average of 95% and gets a category that is very worthy of use.

The next research was conducted on a large group of 28 elementary school grade II students. The purpose of this study is to find out whether the tools that have been developed by researchers are feasible or not.

Table 4. Student response

No.	Aspek	Persentase (%)	Kategori
1.	Material Feasibility	99%	Highly Worthy
2.	Graphic Qualifications	93%	Highly Worthy
3.	Eligibility of Serving	93%	Highly Worthy
4.	Language Qualifications	91%	Highly Worthy
Rata-rata		**94%**	**Highly Worthy**

Meanwhile, in table 4 is the result of student responses totaling 28 students and consists of 4 assessment dimensions, namely the feasibility of the material getting 99%, the feasibility of graphics 93%, the feasibility of presentation 93%, and the feasibility of language 91%. And the average obtained is 94% with a very decent category. It can be concluded that the results of the responses of students and media experts are said to be "very feasible" to be used in the Indonesian learning method of grade II.

CONCLUSIONS AND SUGGESTIONS

Judging from the results of the research that has been described, the development of word flannel board media in Indonesian lessons was tested to a large group with a total of 28 elementary school students and validated by media experts to get the "very feasible" category. From this study, it was obtained from media experts, namely, 95% with the category "very feasible" and the response of grade II students with a total of 28 received a percentage of 94% with the category "very feasible". It can be concluded that word flannel board media is very suitable for use in Indonesian lessons, especially used in grade II. So that the media developed by the researcher in the form of a word flannel board is very feasible or implemented in class II. Because the results obtained have proven that the media developed is very effective to use.

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