
Development of Big Book Media Based on Riau Local Wisdom for Beginning Reading for Elementary School Students

Siti Khofifah^{1*}, Laili Rahmi¹

¹Pendidikan Guru Sekolah Dasar, Universitas Islam Riau, Pekanbaru, Indonesia

*sitikhofifah08@gmail.com

Article Info

Article history:

Received: December 12th, 2023

Revised: January 23rd, 2024

Accepted: January 25th, 2024

Keywords:

Beginning Reading

Big Book

Local Wisdom

ABSTRACT

By having the ability to read and write, a person can live his life with better quality. Especially in an increasingly advanced era 21. Low interest in reading is the main factor in students' low reading skills. This research aims to develop big book media based on local Riau wisdom for beginning reading. The development model used is the 4-D model, namely define, design, development. The data sources in this research are teachers, students, and validators, material experts, language experts, and design experts. The big book media is said to be suitable without revision according to the results obtained, namely the material aspect obtained a percentage of 92.5% in the very valid category, the language aspect 95% in the very valid category and the design aspect 96.25% in the very valid category. Overall the validity of the big book media obtained an average score of 94.58% so that this big book media is categorized as very valid without revision and is suitable for use. Then obtained student responses with an average of 96.6%. The implications of this big book media are expected to attract students to read, improve initial reading skills in lower grades, and increase students' knowledge about local Riau wisdom, specifically folklore.

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Corresponding Author:

Siti Khofifah

Pendidikan Guru Sekolah Dasar, Universitas Islam Riau, Pekanbaru, Indonesia

Email: sitikhofifah08@gmail.com

INTRODUCTION

Learning is essentially a process, namely the process of regulating, organizing the environment around students so that it can foster and encourage students to carry out the learning process. Pane & Darwis Dasopang (2017) learning is basically a planned activity that conditions or stimulates someone to learn well, so that this learning activity boils down to two main activities, namely how people take action to change behavior through learning activities and how people take action to convey knowledge through teaching activities. Therefore, the meaning of learning is an external action of learning, while learning is an internal action of learning.

Learning is inseparable from language skills such as listening, reading, writing, and speaking (Alviolita & Huda, 2019; Syihabudin & Ratnasari, 2020). Hadiana et al., (2018) reading skills are not only a matter of Indonesian language subjects, but all subjects taken by students at school. For this reason, all subjects require good reading skills for mastery. The four aspects of language skills are very important to be taught to students from early to advanced classes. Reading skills are divided into two types based on grade level, namely beginning reading for early grades and reading comprehension for advanced grades.

In the early grades, beginning reading takes place in grades I, II, and III or called low grades which must be taken seriously and get full attention from the teacher. In line with research conducted Aulia et al., (2019) in the 21st century, reading has become an important focus for other skills and carrying out other learning. The ability to read in grade I students is the main foundation in determining whether learning activities in students are said to be successful. Beginning reading is useful for providing students with an understanding of a reading text, and sentences within a simple scope.

Maulinawati (2020) say that beginning reading is reading carried out in kindergarten which is carried out programmatically for preschool children, starting with introducing letters and writing symbols that focus on aspects of accuracy in voicing writing, reasonable pronunciation and intonation, fluency and clarity of sound. According to Rahim et al., (2023) said that reading skills are a skill that is needed by students who can later be used to understand various information that is read. Moreover, today we live in the information age and also at the same time in order to carry out the "demands" of lifelong learning. Therefore, the quality of students' reading skills must receive special attention.

In the learning process related to reading skills, reading materials and motivation are the main factors that can affect students' interest in reading. Uninteresting reading materials and lack of motivation can cause students to be lazy in reading, while interesting reading materials will arouse student motivation. Therefore, the reading material used should not be monotonous or boring so that it can make students excited to learn to read.

Interesting reading material is determined by the creativity of the teacher, as a teacher must be able to prepare the media that will be used in the teaching and learning process. Media selection for reading materials is very much the type and variety such as visual media, audiovisual, cards, to multimedia. In selecting media as reading material for teaching beginning reading, you should use media that can attract students' attention so that students focus more on the lesson and can make it easier for students to receive the material provided by the teacher. The media used in learning makes it easier for students to absorb the lessons delivered as well as students' willingness and motivation in learning.

Wulandari et al., (2023) said that the utilization of learning media will support the effectiveness, efficiency and attractiveness of learning. therefore, teachers need to plan carefully when designing classroom learning. And realize the importance of learning media in the teaching and learning process. Teachers should also understand that without learning media. Learning will be monotony and also the learning process will not learn effectively and students are easily bored.

Based on the results of interviews with grade 1 teachers, it can be concluded that one of them in learning is inseparable from reading skills, in any subject, reading skills will definitely be carried out, such as reading the text of the story in the book so that students get used to reading. In the low grades, one of which is grade one, reading functions for students to recognize letters and words and

becomes the foundation for students for the next level. For now, students who are fluent in reading are still few and are still in the process of learning to read. If told to read, there are students who are lazy in the sense that they are not enthusiastic and not interested, especially if there is too much text in the reading material. He realizes the need for learning media as a supporting tool, but due to limited time and funds, he cannot always make reading material. The book used now is the Kemendikbud book which is less complete than the reading material and has few pictures. For the use of learning media he uses visual learning media (A3 size printed pictures) and audio visual learning media (videos from YouTube). For the reading process, she often writes words on the blackboard and then reads aloud together. Interest in big book media exists, but because it is difficult to obtain in the market and if making requires funds and time that the teacher himself has limited.

Interviews were also conducted with first grade students to find out about their knowledge of Riau folklore. From the results of the interview, it was found that students knew more about Upin Ipin, Spongebob, and other cartoons. This is because students often watch television broadcasts at home and often watch YouTube. At home there are no parents who tell or introduce folklore, especially Riau folklore. In the textbook there are also no students reading about stories from Riau.

This problem is in line with research conducted by Ritonga & Rambe (2022) teachers who are still less innovative in producing learning resources for early reading in the lower grades. During the learning process the teacher only writes a few words or sentences on the board and then reads them out loud together between students and teachers. So that the objectives of learning are not in accordance with the curriculum targets, the students' early reading skills are still very poor. Similar problems were also found in the research of Ghazali et al., (2022) Actually, teachers are interested in using big books as an alternative media to improve students' reading skills, but big books are difficult to find in the market. Even if there is also limited and the price is also expensive, sometimes it is also not in accordance with the needs, especially with the reading level of students.

Therefore, it is necessary to develop learning media for early reading skills. Interesting and appropriate reading learning media to develop is big book media. Fitriana (2017) Big Book media is a medium that collaborates between images and text that is designed with large both the size of text, images, and others so that students can read together or guided. Big book media allows students to learn to read through remembering and repeating readings. Many education experts state that Big Book is very well used in the early grades because it can help increase students' interest in reading (Kristina & Rahan, 2023; Sulaiman, 2017).

In the development of Riau local wisdom-based big book media to increase students' knowledge about the culture of the area where students live. Fajarini (2014) said that local wisdom has many values and norms that can increase student knowledge, help build student character, and be learned by students. Riau local wisdom developed is part of the folklore, namely about the sassy. Kurniati (2013) one of the folktales in Riau Province is the Kampar folktale entitled "si lancang". Kampar Regency is one of the regencies in Riau Province. In addition to the nickname Bumi Sarimadu, Kampar Regency, which has its capital in Bangkinang, is also known as Serambi Mekkah in Riau Province. This regency has an area of 10,928.20 km² or 12.26% of the area of Riau Province and has a population of ± 688,204 people.

This study aims to (1) determine the process of developing Riau local wisdom-based big book media for beginning reading learning; (2) determine the validity of Riau local wisdom-based

big book media for beginning reading learning; and (3) determine student responses to Riau local wisdom-based big book media for beginning reading learning. This research is expected to provide benefits as additional learning media for students' reading skills, especially beginning reading and students are interested in mastering reading skills from an early age.

THEORETICAL FRAMEWORK

According to Sulaiman (2017) Big Book is a learning media in the form of reading books that have large sizes, writings, and images. Big Book media has special characteristics that are raised, both the text and the pictures, so that it allows for joint reading activities between teachers and students. Teachers can choose a Big Book whose story content and topic are in accordance with the learning theme. In fact, teachers can make their own Big Book according to the characteristics and needs of learners. Big Book media is usually printed in large sizes, the size of the Big Book can vary, for example A3, A4, A5 or the size of a newspaper. Big Book media is very suitable for low grades because it has characteristics that are in accordance with the needs of students. According to Rosmaini (dalam Hadiana Hilda et al., 2018) says that the Big Book is designed for one separate story theme that each story has meaning and purpose. The goal is for students to get the meaning of reading from stories that are equipped with pictures, each of which is made in color and the shape of the picture is interesting.

According to Gustiawati et al., (2020), reading is a means to learn something so that it can expand knowledge and explore written messages in reading materials. However, reading is not an easy job to do and needs guidance through the right learning process. The importance of learning media in beginning reading so that students are more interested in mastering reading skills, one of which is with big book media (Christian & Olwin, 2022).

Beginning reading is a stage in the process of learning to read for early grade students. Students learn to acquire skills and master reading techniques and comprehend reading content well. Therefore, teachers need to design reading lessons well, so that they can foster the habit of reading as something enjoyable. At the initial reading level, readers do not yet have the skills. Reading ability at this level is an activity of learning to know written language (Maulinawati, 2020). Local wisdom has many values and norms that can increase students' knowledge, help build students' character, and be studied by students (Fajarini, 2014). The local wisdom of Riau that was developed is part of the folklore, namely about the presumptuous man.

The big book media being developed is media based on local Riau wisdom, especially folklore about Silancang. According to Nova & Putra, (2022), folk tales are stories that are classified as literary works that are passed down orally from generation to generation. This folktale, especially the folktale with the title Si Lancang, is rarely used to develop big book media. Then, it is hoped that apart from providing knowledge to students, it will also attract students' interest in reading so that students can have initial reading skills as the first bridge to the stage of reading comprehension skills.

METHOD

This study uses a qualitative and quantitative approach with the type of development research research using the 4D model. as for the steps in the 4D model, namely defining (define), designing (design), developing (development), and disseminating (dissemination). Albet (dalam Christian & Olwin, 2022) the advantage of the 4D model is that it does not require a long time, because the stages are relatively not too complex.

In the design stage, researchers conducted (1) defining the needs of teachers and students through interviews; (2) defining the learning environment through interviews; and (3) defining the curriculum through analysis. Furthermore, the design stage is designing the learning video (1) designing the material that will be included in the designed big book media; (2) determining the folklore that will be included in the big book media; (3) designing images that match the story in the big book media later; (4) adding colors to the big book media; (5) designing the cover of the big book media. The story board can be seen as follows:

Furthermore, the development stage, namely there are two things that are done, namely validity means validating the developed product, namely the learning video to experts called validators (Anarli et al., 2023; Fitra et al., 2023; Nurzayyana et al., 2021). Then this big book media is seen by students who have studied the material and will get student responses. This aims to ensure that this big book media is in accordance with the needs of students.

This research was conducted at SDN 169 Pekanbaru which is located at Jalan Merpati Raya No. 03 Perumnas Griya Nusantara Complex Perhentian Marpuyan, Maharatu, Kec. Marpoyan Damai, Pekanbaru City, Riau 28125. The data in this study are primary data obtained directly (Sari, M. S., & Zefri, 2019). Primary data in this study came from interviews, observations and questionnaires. Then secondary data that supports primary data is from books and articles. The subjects in this study were one teachers, three students, and three validators from material, language, and design experts.

The data collection technique in this research is interview. The interview technique is to obtain data directly from the source (Khaatimah & Wibawa, 2017). The instrument of the interview is called an interview sheet. Then the questionnaire. Questionnaires in the study were used for material experts, linguists, and design experts as well as student responses after a limited trial.

The scale used is the Likert scale. According Pranatawijaya et al., (2019) Likert Scale or Likert Scale is a research scale used to measure attitudes and opinions. Score 1 for the lowest level, and score 4 for the highest level. This can be seen in table 1 as follows:

Table 1. Score Likert Scale

Skor Penilaian	Skala Penilaian
4	Strongly agree
3	Agree
2	Disagree
1	Strongly disagree

Source : (Viandhy & Ratnasari, 2015)

The validity analysis used a Likert scale with the following steps:

- a. Distribute scores on each answer. The answer scores include Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1).
- b. Summing up the total score of each validator for all indicators.
- c. Give a score to each answer.
- d. Summing up the total score of each validator against all indicators.
- e. Provide validity values using the formula:

$$Skor\ validasi = \frac{Skor\ yang\ diberikan}{total\ skor\ (seluruhnya)} \times 100\%$$

From the percentage value of feasibility obtained, then the researcher will determine the criteria for product validity with details in table 2 as follows:

Table 2. Criteria For Product Validity

Nilai (%)	Keterangan
79,78 - 100	Very Valid
59,52 – 79,77	Valid
39,26 – 59,51	less Valid
19,00-39,25	Not Valid

Source: Pratiwi (Riefani, 2020)

Validity is said to have been completed if the material expert, linguist, and design expert have stated that the comic media has a very valid statement without revision.

Assessment of student response questionnaires was assessed from statements on display aspects, material presentation aspects, and aspects of the benefits of readability. The results of the student response questionnaire were analyzed based on the results of the questionnaire using the formula:

$$P = \frac{A}{B} \times 100\%$$

Calculating the assessment of the student response questionnaire to see the percentage with parameters that can be seen in table 3 as follows:

Table 3. Student Response Questionnaire Assessment Category

Mark (%)	Information
80,1 - 100	Very good
60,1 – 80	Goof
40,1 – 60	good enough
20,1 – 40	Not good
0,0 - 20	Not very good

RESULTS

This section presents the findings found in the Riau local wisdom-based big book media development research.

Process of Developing Riau Local Wisdom-Based Big Book Media for Beginning Reading Learning

The process of developing this big book media based on the 4D model is as follows:

The Define stage is to define the initial needs of the media to be developed. There are 3 things done at this stage, namely (1) defining the needs of teachers and students, in defining the needs of teachers and students the author conducts direct interviews with one grade 1 teacher and 4 grade 1 students. students are selected based on the student's reading ability. This aims to find out what media teachers and students need. The results of this interview are that the teacher has not used learning media specifically for beginning reading skills, then beginning reading is learned as other learning is taught. Then students who need media with a variety of pictures and colors and not

monotonous text to be interested in reading, especially to recognize the alphabet and string syllables and string words. (2) Defining environmental conditions, namely this step aims to find out how the environmental conditions around students and the conditions of the learning environment while using the media used by the teacher. This step is obtained from observation activities when the teacher conducts learning activities. The results of the observation were that the teacher did not use special learning media to train students' beginning reading skills so that students were not interested and not motivated to read. (3) Defining the curriculum, which is defining the material that will be included in the Riau local wisdom-based big book media. The material defined is in the Indonesian language subject chapter 1 "what sound?" obtained from the Indonesian language teacher's guide book by Sofie Dewayani. This material aims for students to recognize the alphabet, string syllables and write their own names.

In the design stage, researchers conducted (1) defining the needs of teachers and students through interviews; (2) defining the learning environment through interviews; and (3) defining the curriculum through analysis. Furthermore, the design stage is designing the learning video (1) designing the material that will be included in the designed big book media; (2) determining the folklore that will be included in the big book media; (3) designing images that match the story in the big book media later; (4) adding colors to the big book media; (5) designing the cover of the big book media.

Validity of Riau Local Wisdom-Based Big Book Media for Beginning Reading Learning

This validity is found at the development stage, starting from validation to experts. Material validation was carried material experts in elementary school material and the principal of elementary school. Language validation was carried out who is an expert in the field of languages. While the design experts were carried who are competent in the field of design and a drawing designer from an engineering degree.

Material experts provide an assessment of the content/material aspects of Riau local wisdom-based big book media. The results of the content/material aspect assessment in validation 1 can be seen in table 3 as follows:

Table 3. Validation Results 1 Material Expert

Validator	Empirical Score	Maximum Score	Percentage	Category
Validator 1	25	40	62,5%	Valid
Validator 2	24	40	60%	Valid
Average			61,25%	Valid

After the Riau local wisdom-based big book media is improved based on the suggestions and comments obtained from the first validation results, then the second validation will be carried out. The results of the assessment of the content/material aspects of Riau local wisdom-based big book media for the second validation can be seen in table 4 below:

Table 4. Validation Results 2 Material Expert

Validator	Empirical Score	Maximum Score	Percentage	Category
Validator 1	38	40	95%	Very Valid

Validator 2	36	40	90%	Very Valid
Average			92,5%	Very Valid

Based on table 4, it can be seen that the overall average score of the two material expert validators is very valid without revision. So it can be concluded that the Riau local wisdom-based big book media is suitable for use without revision in terms of material.

Linguists provide an assessment of the language aspects of Riau local wisdom-based big book media. The results of the assessment of language aspects in validation 1 can be seen in table 5 as follows:

Table 5. Validation Results 1 Language Expert

Validator	Empirical Score	Maximum Score	Percentage	Category
Validator 1	22	40	55%	LessValid
Validator 2	22	40	55%	Less Valid
Average			55%	Less Valid

After the Riau local wisdom-based big book media is improved based on the suggestions and comments obtained from the first validation results, then the second validation will be carried out. The results of the assessment of the language aspects of Riau local wisdom-based big book media for the second validation can be seen in table 6 below:

Table 6. Validation Results 2 Language Expert

Validator	Empirical Score	Maximum Score	Percentage	Category
Validator 1	38	40	95%	Very Valid
Validator 2	38	40	95%	Very Valid
Average			95%	Very Valid

Based on table 6, it can be seen that the overall average score of the two linguist validators is very valid without revision. So it can be concluded that the Riau local wisdom-based big book media is feasible to use without revision in terms of language.

Design experts provide an assessment of the design aspects of Riau local wisdom-based big book media. The results of the design aspect assessment in validation 1 can be seen in table 7 as follows:

Table 7. Validation Results 1 Design Expert

Validator	Empirical Score	Maximum Score	Percentage	Category
Validator 1	34	40	85%	Very Valid
Validator 2	31	40	77,5%	Valid
Average			81,25%	Very Valid

After the Riau local wisdom-based big book media is improved based on the suggestions and comments obtained from the first validation results, then the second validation will be carried out. The results of the assessment of the design aspects of Riau local wisdom-based big book media for the second validation can be seen in table 8 below:

Table 8. Validation Results 2 Design Expert

Validator	Empirical Score	Maximum Score	Percentage	Category
Validator 1	39	40	97,5%	Very Valid
Validator 2	38	40	95%	Very Valid
Average			96,25%	Very Valid

Based on table 8, it can be seen that the overall average score of the two design validators is very valid without revision. So it can be concluded that the Riau local wisdom-based big book media is feasible to use without revision in terms of design.

Student Responses to Riau Local Wisdom-Based Big Book Media for Beginning Reading Learning

This Riau local wisdom-based big book media is then shown to field practitioners, namely students. It is intended that this big book media is in accordance with the needs of students by looking at the responses of students before this big book media is implemented into the field. students who are given this big book media are students who have learned the material in this big book media. there are several things that are considered, namely cover, material, display quality, media use, and media usefulness. Then the results of the student response questionnaire can be seen in table 9 as follows:

Component	Average Percentage
cover	100%
material	95%
display quality	88%
media use	100%
media usefulness	100%

DISCUSSION

In this study, the product that the author developed was learning media in the form of big book media for beginning reading for elementary school students. Teachers can use supporting books that can increase interest in reading, such as series picture books, or storybooks (Rahmadani et al., 2018; Rahmawati et al., 2018). One of the other books that can be used to increase interest in reading is the Big Book. Big Book is one of the books that utilizes various multimedia in its manufacture.

The development research model that researchers use is the 4D model which consists of 4 steps, namely define, design, develop, and disseminate. However, this article only reaches the development stage. The 4-D model was chosen because it has the advantages of being very suitable for the development of learning devices, the existence of expert validation, and the stages of implementation are divided in detail. This is in line with the expression (Lesmono et al., 2021) The 4-D model is more detailed and organized in each stage that must be carried out.

In the first stage, namely define, there are 3 things that are done, namely defining the needs of teachers and students, defining the learning environment, and defining the curriculum. This stage is a reference in the development of Riau local wisdom-based big book media so that it is in accordance with all elements. This stage aims to determine the needs of teachers, students, and the learning environment (Dewi & Yuliana, 2018). In this stage, it was found that teachers have not used special learning media for beginning reading and there is still a lack of learning media that can be used by teachers, students who are interested in learning media with more pictures, colors,

and more innovation. Due to the lack of variety in learning and media, the learning environment becomes boring for students.

The second stage is design. This stage is planning and making big book media based on Riau local wisdom. The big book media based on Riau local wisdom that has been developed will then be validated to experts called validation. By doing validation, the author can see where the big book media is lacking so that the big book media produced is better. The validity of the big book media made, determined by the results of the scale given by validators from material experts, linguists, and design experts (Monika et al., 2023; Ulfa & Suripah, 2022).

Material experts, the content of Riau local wisdom-based big book media material obtained an average score of 61.25% with the valid category in the first validation. After the Riau local wisdom-based big book media was improved based on comments and suggestions from the first validation, the second validation was carried out and obtained an average score of 92.5% with a very valid category. (2) Linguists, the language aspect of Riau local wisdom-based big book media obtained an average score of 55% with a less valid category in the first validation. After the Riau local wisdom-based big book media was improved based on comments and suggestions from the first validation, the second validation was carried out and obtained an average score of 95% with a very valid category. (3) Design experts, Riau local wisdom-based big book media design obtained an average score of 81.25% with a very valid category in the first validation. After the Riau local wisdom-based big book media was improved based on comments and suggestions from the first validation, a second validation was carried out with an average value of 96.25% with a very valid category. From some of the data descriptions above, it can be concluded that the Riau local wisdom-based big book media is said to be valid in terms of the quality of material, language and media/design. This can be seen in diagram 1 as follows:

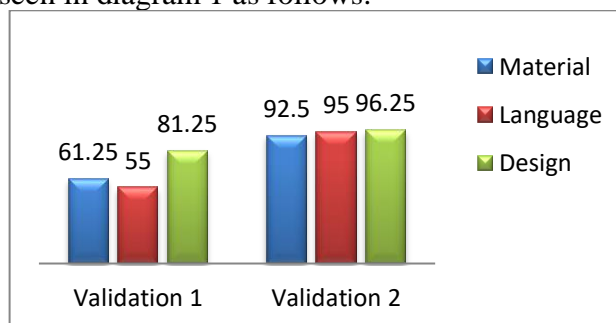


Figure 1. The Results of the Validation

Based on the explanation above, it can be concluded that the product developed by researchers, namely Riau local wisdom-based big book media, obtained an average validity value of 94.58% from the combined aspects of material, language, and design. Thus, the Riau local wisdom-based big book media developed is considered very valid without revision so that this big book media can increase students' interest in reading because students learn in a fun way through their own way with imagination directed from the provision of material in the big book.

In addition to getting a valid statement without revision, this big book media has also received responses from students with an average of 96.6% very good category which is seen from several components, namely cover, material, display quality, media use, and media meaningfulness. Research with the title "The Use of Big Book in Early Reading Learning in Elementary School" conducted by (Aulia et al., 2019) using the learning process by the teacher conveying the learning objectives, showing the big book and the steps for using it, then each big book is given to two

students. The teacher reads the text aloud and directs the students to read the reading contained in the big book, after which the students are asked to answer questions and the teacher evaluates the students' initial reading. Based on the results of this research, it is known that student learning outcomes improve better by using the big book media in initial reading activities. The results of the analysis show that the average score at the pre-test was 71.79, increasing at the post-test to 79.28.

Another research entitled "The Effect of Using Big Book Media in Learning on the Literacy Skills of Early Grade Students of Madrasah Ibtidaiyah Negeri Banta" was conducted by (Sulaiman, 2017) menunjukkan bahwa terdapat pengaruh dalam penggunaan media Big book terhadap literacy skills of early grade students. In general, the use of big book media by teachers is quite well implemented, although teachers still feel awkward in implementing learning because they are not yet accustomed to using this media. The literacy skills of early grade students at Madrasah Ibtidaiyah Negeri Banta-Bantaeng Makassar before using the big book media showed that the average score obtained was 52.44, which tended to be less, while the literacy skills of students after using the big book media showed that the average score obtained was 83.98. Very good. So the journal shows an increase in students' reading after using big book media.

Research development using big book media has advantages, including providing opportunities for students to be actively involved in reading together, allowing students to see the same writing when the teacher reads the writing, allowing students to work together to give meaning to each piece of writing contained in the big book, gives students who are slow readers the opportunity to recognize writing with the help of teachers and other friends, is liked by students including students who are late readers, and can develop all aspects of language (Muzdalifah & Subrata, 2022). Big Book Media Has The Following Advantages Found In The Course Research (Septiyani & Kurniah, 2017): 1) provide opportunity for the child to get involved in the situation real in a way that it isn't scary; 2) allow the child saw the same writing as the teacher read the writing; 3) enable children to work together to give the meaning of the writing therein.

The use of big book media in learning can make children talk more actively, children express themselves more actively, children express more ideas related to stories or pictures, children communicate more with other people, children understand stories better because they see pictures directly, children get new experiences, and creates courage and enthusiasm when children speak in front of the class. In this way, many children can express ideas, ideas or stories well, and children's speaking abilities develop more optimally after experiments with big book media. In line with research conducted by Nurani & Mahendra (2019) learning to read in primary schools, especially in low classes, must be accompanied by the use of learning media. One of the media that can be used in the beginning reading learning is the big book media. This media is in the form of a large book containing certain themes, such as animals, plants, activities, and more.

CONCLUSION

The resulting media is a large book media based on local Riau wisdom for beginning reading. Before developing the big book media, the needs of teachers and students were defined, the learning environment was defined and the curriculum was defined so that the big book media was right on target. Next, determine the folklore that will be developed, design supporting images, and create the cover of this big book. Next, the big book media was validated by material experts, language experts and design experts who obtained the results in the material aspect, the percentage was 92.5% in the very valid category, the language aspect was 95% in the very valid category and the design aspect was 96.25% in the very valid category. Overall, the validity of big book media based

on local Riau wisdom obtained an average score of 94.58%, so this comic media is categorized as very valid without revision and is suitable for use. Then obtained student responses with an average of 96.6%.

REFERENCES

- Alviolita, N. W., & Huda, M. (2019). Media Pop Up Book Dalam Pembelajaran Bercerita. *Jurnal Pendidikan Bahasa Indonesia*, 7(1), 49. <https://doi.org/10.30659/j.7.1>.
- Anarli, A., Hermita, N., & Putra, Z. H., (2023). Pengembangan Media Interaktif Articulate Storyline Berbasis Kontekstual pada Materi Ekosistem Kelas V Sekolah Dasar. *Tunjuk Ajar: Jurnal Penelitian Ilmu Pendidikan*, 6(1), 15 - 29.
- Aulia, M., Adnan, Yamin, M., & Kurniawati, R. (2019). Penggunaan Big Book Dalam Pembelajaran Membaca Permulaan Di Sekolah Dasar. *Jurnal Basicedu*, 3(3), 963–969.
- Christian, Y., & Olwin. (2022). Perancangan dan Pengembangan Website Sekolah di SMA Yos Sudarso Menggunakan Metode 4D. *The 4th National Conference of Community Service Project 2022*, 4(1), 999–1008. <http://journal.uib.ac.id/index.php/nacospro>
- Dewi, T. K., & Yuliana, R. (2018). Pengembangan Media Pembelajaran Scrapbook Materi Karangan Deskripsi Mata Pelajaran Bahasa Indonesia Kelas Iii Sekolah Dasar. *Refleksi Edukatika : Jurnal Ilmiah Kependidikan*, 9(1). <https://doi.org/10.24176/re.v9i1.2804>
- Fajarini, U. (2014). Peranan Kearifan Lokal Dalam Pendidikan Karakter. *Sosio-Didaktika: Social Science Education Journal*, 1(2), 123–130. <https://doi.org/10.15408/sd.v1i2.1225>
- Fitra, A., Miranti, F., Rahmayani, R., & Putra, Z. H. (2023). Pengembangan media pembelajaran interaktif berbantuan Microsoft PowerPoint pada materi ciri-ciri dan pertumbuhan makhluk hidup untuk siswa sekolah dasar. *Indonesian Journal of Science, Technology, Engineering, Art, and Mathematics Education*, 1(2), 61 - 71.
- Fitriana. (2017). Peningkatan Minat Membaca Peserta Didik Melalui Media Big Book and Song Di Kelas 1 Sd. *Jurnal Pendidikan Guru Sekolah Dasar*, 6(6), 550–557. <https://ojs.nubinsmart.id/index.php/nsj/article/view/161>
- Ghazali, S., M. Amin, Wulan Suci Nur Rahmawati, & Grisa Anecy. (2022). Pengembangan Media Big Book Untuk Meningkatkan Kemampuan Membaca Siswa Kelas Awal MINU Ngingas Waru Sidoarjo. *Jurnal Mu'allim*, 4(2), 13–37. <https://doi.org/10.35891/muallim.v4i2.3141>
- Gustiawati, R., Arief, D., & Zikri, A. (2020). Pengembangan Bahan Ajar Membaca Permulaan dengan Menggunakan Cerita Fabel pada Siswa Sekolah Dasar. *Jurnal Basicedu*, 4(2), 355–360. <https://doi.org/10.31004/basicedu.v4i2.339>
- Hadiana Hilda, L., Mochamad Hadad, S., & Marlina, I. (2018). Penggunaan Media Big Book Untuk Meningkatkan Keterampilan Membaca Kalimat Sederhana. *Didaktik : Jurnal Ilmiah PGSD STKIP Subang*, 4(2), 212–242. <https://doi.org/10.36989/didaktik.v4i2.73>
- Khaatimah, H., & Wibawa, R. (2017). Efektivitas Model Pembelajaran Cooperative Integrated Reading Anda Composition Terhadap Hasil Belajar. *Jurnal Teknologi Pendidikan*, 2(2), 76–87.
- Kristina, N., & Rahan, N. W. S. (2023). *Penggunaan Media Big Book Untuk Meningkatkan Kemampuan Membaca Permulaan Siswa Kelas I di SDN Percobaan Palangka Raya*. 1, 1–12. <http://edumedia.pkdb.org/index.php/home/article/view/15>
- Kurniati, C. P. (2013). Cerita Rakyat Kampar “Si Lancang”: Analisis Fungsi Pelaku. *NBER Working Papers*, 7(2), 199–210. <http://www.nber.org/papers/w16019>
- Lesmono, A. D., Wahyuni, S., & Dita Alfiana, R. N. (2021). Pengembangan Bahan Ajar Fisika Berupa Komik pada Materi Cahaya di SMP. *Jurnal Pendidikan Fisika*, 1(1), 100–105.

- Maulinawati, L. A. dan R. (2020). Analisis Kemampuan Membaca Permulaan Anak Di Kelompok B Tk Tut Wuri Handayani Samahani Aceh Besar. *Jurnal Ilmiah Mahasiswa Pendidikan, 1*(1), 1–13.
- Monika, D., Ain, S. Q., & Yolanda, F. (2023). Pengembangan Media Pembelajaran Pohon Pintar Pada Mata Pelajaran Matematika Materi Pengurangan Kelas I SDN 115 Pekanbaru. *INNOVATIVE: Journal Of Social Science Research, 3*(3), 3009–3020.
- Muzdalifah, I., & Subrata, H. (2022). Pengembangan Big Book Berbasis Kearifan Lokal Untuk Pembelajaran Membaca Permulaan Di Sd. *Jurnal Review Pendidikan Dasar : Jurnal Kajian Pendidikan Dan Hasil Penelitian, 8*(1), 44–53. <https://doi.org/10.26740/jrpd.v8n1.p44-53>
- Nova, I. S., & Putra, A. (2022). Eksplorasi Etnomatematika pada Cerita Rakyat. *Plusminus: Jurnal Pendidikan Matematika, 2*(1), 67–76. <https://doi.org/10.31980/plusminus.v2i1.1497>
- Nurani, R. Z., & Mahendra, H. H. (2019). Use of Big Book Learning Media to Improve Students' Beginning Reading Skills in Primary Schools. *Mimbar Sekolah Dasar, 6*(3), 330–340. <https://doi.org/10.17509/mimbar-sd.v6i3.22893>
- Nurzayyana, A., Putra, Z. H., & Hermita, N. (2021). Designing a Math Picture Book to Stimulate Primary School Students' Understanding of Properties of 2-D Shapes. *Journal of Teaching and Learning in Elementary Education, 4*(2) 164 - 179. <http://dx.doi.org/10.33578/jtlee.v4i2.7892>
- Pane, A., & Darwis Dasopang, M. (2017). Belajar Dan Pembelajaran. *FITRAH: Jurnal Kajian Ilmu-Ilmu Keislaman, 3*(2), 333. <https://doi.org/10.24952/fitrah.v3i2.945>
- Pranatawijaya, V. H., Widiatry, W., Priskila, R., & Putra, P. B. A. A. (2019). Penerapan Skala Likert dan Skala Dikotomi Pada Kuesioner Online. *Jurnal Sains Dan Informatika, 5*(2), 128–137. <https://doi.org/10.34128/jsi.v5i2.185>
- Rahim, A., Nurwidayanti, N., Alfianda Syam, M. R., Islam, F., Meinike, M., & Cristiani, L. (2023). Faktor Penyebab Kesulitan Membaca Siswa SDN 26 Pa'baeng-Baeng Kabupaten Jeneponto. *Tongkonan: Jurnal Pengabdian Masyarakat, 2*(1), 35–42. <https://doi.org/10.47178/tongkonan.v2i1.2059>
- Rahmadani, Y., Fitakurahmah, N., Funky, N., Prihatin, R., Majid, Q., & Prayitno, B. A. (2018). Profil Keterampilan Literasi Sains Siswa di Salah Satu Sekolah Swasta di Karanganyar. *Jurnal Pendidikan Biologi, 7*(3), 183. <https://doi.org/10.24114/jpb.v7i3.10123>
- Rahmawati, S., Rahman, Sopandi, W., & Darmawati, B. (2018). Pop-Up Book in Reading Comprehension Ability Context in Thematic Learning. *Journal of Education Research and Evaluation, 1*(1), 1–7. [http://file.upi.edu/Direktori/FPBS/JUR._PEND._BAHASA_DAERAH/195704011984121-RAHMAN/Pop-Up Book in Reading Comprehension Ability Context in Thematic Learning %281%29.pdf](http://file.upi.edu/Direktori/FPBS/JUR._PEND._BAHASA_DAERAH/195704011984121-RAHMAN/Pop-Up%20Book%20in%20Reading%20Comprehension%20Ability%20Context%20in%20Thematic%20Learning%20-%202018.pdf)
- Riefani, M. K. (2020). Validitas Dan Kepraktisan Panduan Lapangan “Keragaman Burung” Di Kawasan Pantai Desa Sungai Bakau. *Vidya Karya, 34*(2), 193. <https://doi.org/10.20527/jvk.v34i2.7578>
- Ritonga, S., & Rambe, R. N. (2022). Penggunaan Media Big Book Dalam Meningkatkan Kemampuan Membaca Permulaan Siswa Kelas Rendah Sekolah Dasar. *Jurnal Cakrawala Pendas, 8*(4), 1266–1272. <https://doi.org/10.31949/jcp.v8i4.3129>
- Sari, M. S., & Zefri, M. (2019). Pengaruh Akuntabilitas, Pengetahuan, dan Pengalaman Pegawai Negeri Sipil Beserta Kelompok Masyarakat (Pokmas) Terhadap Kualitas Pengelolaan Dana Kelurahan Di Lingkungan Kecamatan Langkapura. *Jurnal Ekonomi, 21*(3), 308–315. <https://ejournal.borobudur.ac.id/index.php/1/article/view/608/583>
-

- Septiyani, S., & Kurniah, N. (2017). Pengaruh Media Big Book Terhadap Kemampuan Berbicara Pada Anak Usia Dini. *Jurnal Potensial*, 2(1), 47–56.
- Sulaiman, U. (2017). Pengaruh penggunaan media big book dalam pembelajaran terhadap keterampilan literasi siswa kelas awal madrasah ibtidaiyah negeri Banta-Bantaeng Makassar. *Jurnal Al-Kalam*, IX(2), 193–204. <https://ejournal.iaiiig.ac.id/index.php/warna/article/viewFile/87/91>
- Syihabudin, S. A., & Ratnasari, T. (2020). Model Pembelajaran Bahasa Indonesia yang Efektif pada Anak Usia Sekolah Dasar. *Jurnal BELAINDIKA (Pembelajaran Dan Inovasi Pendidikan)*, 2(1), 21–31. <https://doi.org/10.52005/belaindika.v2i1.26>
- Ulfa, H., & Suripah. (2022). Articulate storyline 2 interactive learning media in transformation materials for class IX junior high school. *Math Didactic: Jurnal Pendidikan Matematika*, 7(3), 205–220. <https://doi.org/10.33654/math.v7i3.1391>
- Viandhy, A. O., & Ratnasari, R. T. (2015). Pengaruh Kualitas Pelayanan Terhadap Niat Ulang Dengan Menggunakan Produk Yang Lain Melalui Kepercayaan Nasabah Bank Syariah Mandiri Kantor Cabang Boulevard di Surabaya. *Jurnal Ekonomi Syariah Teori Dan Terapan*, 1(8), 546. <https://doi.org/10.20473/vol1iss20148pp546-564>
- Wulandari, A. P., Salsabila, A. A., Cahyani, K., Nurazizah, T. S., & Ulfiah, Z. (2023). Pentingnya Media Pembelajaran dalam Proses Belajar Mengajar. *Journal on Education*, 5(2), 3928–3936. <https://doi.org/10.31004/joe.v5i2.1074>