

Development of learning media to improve writing skills with the theme of love for the homeland

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Abstract

Picture Series is a collection of images arranged sequentially according to the storyline. This study aims to develop a learning media for the Love Indonesia material to improve writing skills for Grade 5 elementary school students. This research applies the ADDIE development model, consisting of several stages: Analysis, Design, Development, Implementation, and Evaluation. This study produced a learning media assessed by two validators: a material expert, who gave a score of 92%, and a media expert, who gave a score of 94%, both of which fall under the "very feasible" category. The students' responses were obtained through three stages of trials: the individual trial, which scored 95%; the small group trial, which scored 94%; and the large group trial, which scored 86% — all categorized as "very valid." These results indicate that the development of this picture series-based learning media is feasible to be implemented in classroom learning activities.

Keywords: serial drawing, writing, stories

Introduction

Basic education is a crucial foundation for character formation and the development of students' literacy skills, one of which is writing. This skill does not emerge automatically but must be developed through consistent practice and an appropriate learning approach (Zalukhu et al., 2023). Based on Law Number 20 of 2003 concerning the National Education System, education aims to develop students' potential to become people who are faithful and pious, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. In this context, developing writing skills is crucial to supporting the achievement of national education goals.

However, based on initial observations at Banyu Urip Elementary School in Surabaya, the Indonesian language learning process, particularly for the topic "Love Indonesia," is still dominated by lectures and minimal use of learning media. This condition results in poor student writing skills and a lack of interest in participating in learning. This aligns with the statement by Ulya et al. (2020) that a lack of varied learning media can reduce student participation and motivation.

One solution to this problem is the use of picture series. This media falls into the category of visual media that can stimulate students' imaginations and help them organize ideas in narrative

writing (Renza et al., 2022; Amalia & Silalahi, 2021). Picture series have been proven effective in helping students understand story lines and improve their writing skills. Furthermore, the use of visual media is also relevant to the characteristics of elementary school students, who tend to be more attracted to images than long texts (Pratiwi et al., 2019).

Research by Renza et al. (2022) produced a series of visual media products for narrative text writing skills. Validation by media experts yielded a score of 93%, by material experts 94%, and by student responses 92%, all in the highly appropriate category. Furthermore, research by Amelia D. (2022) found that the use of creative learning media, such as picture puzzles, is highly effective in improving writing skills. Media aligned with learning principles has been shown to motivate students, increase active participation, and help them construct narratives more easily in a fun learning environment.

Santika and Nasution's (2022) research aimed to develop a picture series media for Indonesian language learning, specifically storytelling, for second-grade elementary school students. This study used the Dick and Carey model and produced a pop-up book suitable for use after two validations and one revision. This media was proven effective in improving the quality of learning. Previous research by Anggraeni and Rukmi (2021) showed that a picture series media in the form of a flipchart can improve storytelling writing skills in second-grade elementary school students. Meanwhile, Islamiah et al. (2022) used the ADDIE model to develop a similar media to improve narrative writing skills in fourth-grade elementary school students.

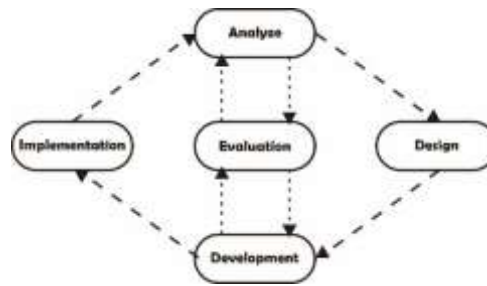
These studies emphasize the importance of visual media in the writing learning process. However, no research has specifically developed a picture series media based on an independent curriculum, specifically with the topic "Love Indonesia," for fifth-grade elementary school students.

The novelty of this research lies in the development of a conventional, curriculum-based, self-paced picture series media specifically designed to improve fifth-grade students' writing skills on the topic "Love Indonesia." This media is designed in the form of a printed book that can be used flexibly by teachers and students. This research also adopted the ADDIE model in its development process, which includes the stages of analysis, design, development, implementation, and evaluation (Maydiantoro, 2021).

Based on the problem description above and previous research and observations, this study contributes to the development of effective, interactive, and innovative learning media. This can facilitate teachers and students in the learning process and increase student motivation and understanding. Therefore, the researcher is interested in developing a picture series learning media for the topic "Love Indonesia" in fifth-grade elementary school. This learning media is expected to facilitate teachers and students in the teaching and learning process and improve students' abilities to organize ideas and write systematically. This media is equipped with story illustrations designed to help students learn independently and with their teachers in an efficient and enjoyable way.

This research is a research and development (R&D) project aimed at producing a series of image-based learning media to improve the writing skills of fifth-grade elementary school students on the topic "Love Indonesia." The development model used is the ADDIE model, which consists of the stages of analysis, design, development, results, and evaluation (Dwi Anggreni et al. 2023). This R&D procedure is an implementation of the ADDIE stages.

Figure 1. Stages of the ADDIE Model



Source: (Puspasari, 2019)

Methods

The sample of this study was 35 participants of the school mover program in the odd semester of 2024-2025. Teachers who participated in this study were selected by total sampling. An electronic survey was distributed to teachers. This study sample represents a diverse group of educators at the elementary school level in Kediri Regency. The inclusion criteria required participants to be teachers who participated in the 3rd batch of the school mover program. School support was measured using a 12-item Likert scale instrument adapted from the research of Eisenberger et al. ((Eisenberg & Miller, 1987). The general school construct assesses the extent to which teachers feel valued and supported by their school. Teachers' perceptions of the school's responsiveness to their complaints, opinions, and achievements are also influenced. Each item is measured on a 5-point Likert scale ranging from 1 to 5. The instrument has been shown to have high internal consistency (Cronbach's alpha = 0.90). The current study used a cross-sectional design to examine the potential relationship between teachers' perceptions of school support and work engagement, as well as teachers' perceptions of the school environment and work engagement. To collect surveys from participants,

First, analysis, the stage used to analyze students' learning needs, involves interviews with class teachers. These interviews aim to obtain information about student characteristics, learning needs, and core competencies that must be achieved, specifically related to the topic "Love Indonesia" to improve the writing skills of fifth-grade elementary school students.

Second, design, the stage of preparing the preparatory steps to be taken in product creation, or storyboarding. The storyboard itself is an initial draft/rough outline of the media creation process to facilitate the developer in designing the design structure later.


Third, development, this stage is carried out to create or produce the product to be developed. The media creation process will use Corel Draw software version 2020. Once the creation process is complete, the media is exported in JPG or PDF format and then printed as a student reading book.

Fourth, implementation. This stage is a concrete step to implement the results of the developed image series media. Everything developed and installed will function optimally to maximize students' writing skills in Indonesian language subjects. The product developed is a conventional image series media. In its implementation, this image series media will be printed as a reading book for students. Fifth, evaluation. At this stage, researchers trial the image series media on students. Collected data will be analyzed according to the predetermined types. After development is complete, the product will be revised through review and trials by content experts, media experts, and students. By receiving these results, product shortcomings can be identified, so researchers can make necessary revisions.






Results

The product resulting from this development research is a series of image learning media for the topic "Love Indonesia." The following are the results of the development:

Table 1. Image Series Media Display

Media Display	Description
	<p>Initial display of the image series learning media</p>
	<p>Information display explaining the meaning of the image series and the purpose of the media</p>
	<p>Character recognition display in serial image media</p>
	<p>Sinta and her friends' journey to the library shows them learning about Indonesia's cultural diversity.</p>

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	<p>Classroom learning display, the teacher announces to the students that they will visit the exhibition.</p>
	<p>A scene depicting Sinta and her friends' journey through the library, where they learn about Indonesia's cultural diversity.</p>
	<p>A scene depicting a classroom lesson, where the teacher announces to the students that they will be visiting an exhibition.</p>
	<p>A scene depicting Sinta and her classmates visiting an exhibition. They see traditional dances, musical instruments, and handicrafts.</p>
	<p>Explanation display regarding the author's purpose in creating a learning media book.</p>

After the learning media was developed, a validation test was conducted. The validation test

included a test of the validity of the media and materials, as presented in the following table.

Results of the media validation questionnaire

Table 1. Media validation questionnaire

No	Assessment Indicators	Score
1.	Neat media form	5
2.	Attractive image design	5
3.	Suitability of the colors used	5
4.	Clarity of image presentation	4
5.	Clarity of information in the media	5
6.	Media size conformity to requirements	5
7.	Media suitability to the theme	5
8.	Design a series of images according to the character of the students	4
9.	There is a relationship between the images	4
10.	Easy way to use media	5
11.	There are instructions for use	5
12.	Media can support learning	4
13.	Media can increase students' motivation in learning	5
14.	Safe media to use	5
15.	Media helps students to develop stories	5
Total Score		71

The total score is calculated using the following formula:

$$K = \frac{71}{5 \times 15 \times 1} \times 100\%$$

$$K = \frac{71}{75} \times 100\%$$

$$K = 94\%$$

Based on calculations obtained from media validation, a percentage of 94% was obtained, the conversion achievement reached the qualification level of "Very Eligible" and no revision was required.

Meanwhile, the following are the results of the validation of the material obtained:

Table 2. 1of the Material Validation Questionnaire

No	Assessment Indicators	Score
1.	Suitability of material with learning outcomes	4
2.	Conformity of learning materials with the independent curriculum	4
3.	Suitability of material with indicators	5
4.	Suitability of material to learning objectives	5
5.	Suitability of material to theme	5
6.	Conformity of serial images to material	5
7.	The suitability of the learning theme with the image topic	5
8.	The relationship between images	5
9.	Suitability of material with students' writing skills	4
10.	The relationship between the story theme and the surrounding environment	5
11.	Correct use of sentences	4
12.	Accuracy of word choice	5
13.	Accurate use of spelling (capital letters and punctuation	4

Total Score	60
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The total score is calculated using the following formula:

$$K = \frac{60}{5 \times 13 \times 1} \times 100\%$$

$$K = \frac{60}{65} \times 100\%$$

$$K = 92\%$$

Based on the calculations obtained from the validation of the material, a percentage of 92% was obtained, the conversion of achievement reached the qualification level of "Very Eligible" and no revision was required.

The fourth stage is the implementation stage, which includes individual questionnaires, small group questionnaires, and large group questionnaires. This stage aims to measure the practicality and effectiveness of the developed media. Below are the graphical results of student responses:

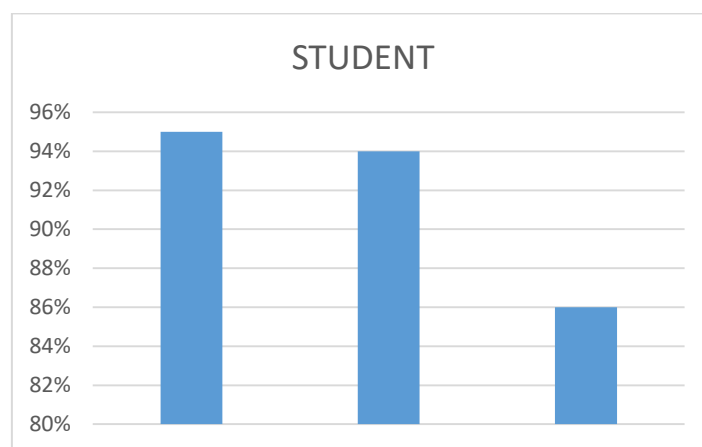


Figure 2. Results of Student Response Graph

Based on the learning media trials conducted on students. At this stage, three types of trials were conducted: individual trials, small group trials, and large group trials. The trial results showed that the individual trials achieved a feasibility percentage of 95%, the small group trials 94%, and the large group trials 86%. These results indicate that the picture series learning media is suitable for use in learning, with categories ranging from very good to good.

The fifth stage is the evaluation stage, which consists of product evaluation and learning outcome evaluation. The product evaluation was deemed satisfactory and suitable for use as a learning support medium. The medium was considered engaging, easy to understand, and appropriate for the material presented. The learning outcome evaluation revealed a moderate improvement in student learning outcomes. This improvement demonstrates that the image series media positively impacts student understanding of the material presented. It helps students more easily grasp the meaning and values of patriotism in an engaging and enjoyable manner. Student enthusiasm also increased throughout the learning process.

Discussion

According to the research results, this learning media meets the eligibility criteria as seen from its validity, effectiveness, and practicality. The validation results from media experts were 94% and from material experts 92%. From this validity percentage, the criteria were obtained as "very feasible," while the results of previous research conducted by Baiti & Hanifah, (2022) entitled "Development of serial image media to improve children's reading literacy" obtained validity results from media experts of 88.59% and material experts of 93.18%. This shows a significant change from previous research.

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Therefore, it can be stated that the serial image learning media is suitable for use as a learning medium.

Meanwhile, trials of the learning media on students showed that individual trials achieved a feasibility percentage of 95%, small group trials 94%, and large group trials 86%. These results indicate that the picture series learning media is suitable for use in learning, with categories ranging from very good to good.

Based on the research conducted, it can be seen that serial image media is suitable for use in helping students understand the material on Love Indonesia. During the development stage, there was an increase in student learning outcomes when using serial image media. This media makes it easier for students to understand the material through a series of images presented. This is in line with the results of research by Renza et al. (2022), which shows that visual media such as serial images and other creative media can improve writing skills and students' active participation in Indonesian language learning. This shows that interesting and contextually appropriate media can meet students' needs in understanding abstract material such as writing narratives.

Conclusions

In conclusion, the current study is the first in the field of education to examine the mediating role of the environment, including teachers' perceptions of the school environment and their knowledge of the school environment, in the relationship between school support and work engagement. The results of this study confirmed that school support enhances teachers' work engagement. Teachers who receive support from their schools tend to have positive perceptions of the school environment, higher knowledge of the school environment, and higher levels of work engagement. While the study found that teachers' perceptions and understanding of the school environment did not directly predict their work engagement, the school environment, in general, mediated the relationship between school support and work engagement from teachers' perceptions. These findings underscore the importance of a supportive school environment in enhancing teachers' work engagement, which is consistent with previous studies in various organizational contexts. Practical implications highlight the need for education departments and offices in the Ministry of Education to align themselves with the Saudi Vision 2030 initiative by focusing on teacher support and creating a positive school environment. This involves providing adequate support and involving teachers and principals in the decision-making process. In doing so, the overall quality of education can be enhanced, and school improvement can be encouraged. Furthermore, open communication and collaboration between teachers, decision makers, and principals is expected to be encouraged as it will produce innovative solutions, address challenges in the education system, and help in achieving desired goals.

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