

# Development of Natural Resources Magazine (Majasda) to Increase Reading Interest of Elementary School Students

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## Abstract

*Based on the results of observations at UPT SDN Sumberjo 02, it is known that the learning books used are less varied, so creative and interesting reading books are needed. At that school the Natural Resources Magazine (Majasda) had never been used. The purpose of this study is to explain the development of Majasda and increase the reading interest of elementary school students. The research design used is R&D, namely research and development. The research and development model used is Borg and Gall proposed by Sugiyono, which is only limited to the seventh stage, namely product revision. The results showed that the assessments of media experts, linguists and material experts were respectively 85.5%, 84.16% and 80%. 94% student response. Students' reading interest increased by 99%, from the average result of 2.63 to 5.27. The results of the study got a percentage of 9,99% student reading interest questionnaire. So it is known that Majasda can increase the reading interest of elementary school students.*

**Keywords:** *Development, Majasda, Reading Interest.*

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## 1. INTRODUCTION

Learning media has an important role in the teaching and learning process. There must be advantages and disadvantages to each medium used. Media can be used by teachers and students based on their individual needs (Anita, 2009). Some benchmarks that need to be considered in choosing learning media are the availability of resources, the availability of facilities, flexibility, and practicality. This is in accordance with the opinion of Dick and Carey (in Kokom, 2010) that the use of practical learning media is very helpful in the learning process, because the media can be used easily without being bound by space and time.

Learning tools or media are said to be practical if they are easy to use, for example magazines. Magazines are sheets that are printed using a special printing tool. Magazines

present their message with illustrations of real pictures or sketches and a series of letters to provide a description of the information (Kokom, 2010). Messages or information in magazines can increase students' knowledge and interest in reading. Magazines can be read wherever we are because magazines have a shape and size that is easy to carry. Magazines have a beautiful appearance because they are designed with appropriate color choices and images.

Based on the results of observations made by researchers on teachers regarding how teachers teach at UPT SDN Sumberjo 02, information is obtained that teachers use teacher-centered learning strategies. Teachers more often apply the lecture method and directed reading assignments/assignments to students. The teacher adopts cognitive learning theory in its application, which emphasizes the learning process rather than learning outcomes and student insights so that the learning process will be more noticed and remembered by students.

In teacher learning activities use textbook media in the form of package books from the government. The book consists of a teacher's book and a student's book. The teacher's book contains learning guides that are adapted to the 2013 Curriculum standards. The Student Book used by students only has a brief description of the material and has thin paper quality and less bright colors. The size of the book is too big and thick, the appearance of the book is less colorful, the pictures contained in the book are very limited and the pictures do not explain the content of the material. The pictures in the book are less varied, there are no real pictures or photos of the material discussed in the chapter.

During teaching and learning activities, when the teacher explained the material using textbooks, the students did not respond well. Students feel bored when the teacher teaches. This can be seen from the behavior of students when learning takes place they are more cool talking with friends, walking here and there, and many are allowed to leave class for various reasons. When the teacher gave questions according to the textbook to students, many could not answer. They are not enthusiastic to read and look for answers in student books. They have no interest in reading student books if there is no teacher's order to read. Based on observations, only 40% of students are enthusiastic about reading student books. If the teacher gives orders to read from other reading sources that have an attractive appearance, the result will be better that is 60%. Thus interest in reading can be increased with the help of learning media in the form of interesting reading sources.

To overcome this problem, media is needed in the form of reading materials for elementary students that can foster a desire to read. There must be an intermediary that can be used to foster student interest in reading. Researchers provide a solution that can overcome this is to develop reading materials in the form of natural resource magazines (Majasda) that attract students' reading interest.

This problem is in accordance with the opinion of Sudjana & Rivai (2011) which suggests that the use of learning media in learning activities, namely learning is more interesting, learning materials have a clear meaning according to learning objectives, teaching is more varied, and students can be more active in learning activities.

Majasda as reading material that can be used by teachers and students in teaching and learning activities. Majasda is designed with a size and thickness that is easy to read anywhere. Majasda contains natural resource materials accompanied by interesting pictures. Majasda also provides solutions in SBK learning, especially singing, because Majasda is connected to the internet, teachers can play songs so that learning is more meaningful. Majasda increases students' desire to read natural resource materials. As reading material, Majasda creates a pleasant learning atmosphere. Thematic learning using Majasda can also be applied outside the classroom. So reading activities are more efficient and effective, so that learning can make it easier for students to understand difficult material more easily. This is in accordance with the opinion Frymeir (in Rahim, 2007) factors that influence the development of children's interest in reading include meaningful subjects; information that is easily understood by children; the level of difficulty of the subject matter; students' knowledge level and students' way of thinking.

The explanation regarding the development of Majasda is also supported by several relevant previous research results. Previous research has shown the success of magazines to be used as learning media. The explanation of the research is as follows.

First, Asfuriyah (2014) Development of Contextual-Based Science Magazines as Science Learning Media for Junior High Schools. The feasibility of the magazine was assessed in terms of content, namely 95.33%, in terms of language 87.75%, and in terms of presentation 93.00%. Based on the N-gain analysis, the results were 0.67 including the medium criteria, and the interest questionnaire results were 0.16 including the low criteria, so the science magazine was declared eligible for learning media for junior high school students.

Second, Suprihatin (2012) Development of Learning Media in the Form of Magazines to Increase Reading Interest of Junior High School Students. The study obtained the results of reading interest in the small group test and the large group test 72.9%. This result increased 9.3% from the previous students' reading interest. Eligibility results in good criteria 80.2%. So it can be concluded that the magazine learning media is in the good media category from students' reading interest.

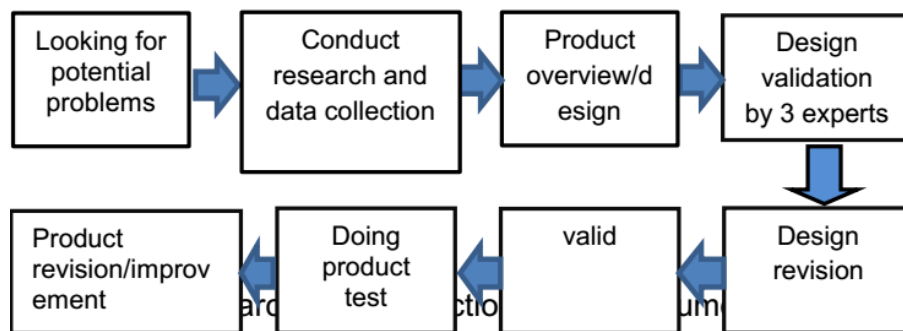
Third, Andrianto (2014) Development of Shared Type Integrated Science Magazine for Class VII Students. The results of the research are, 1) a product in the form of a magazine for class VII on integrated science material in the first semester; 2) assessments from material experts and media experts, got very good criteria (SB), according to science teachers got good

criteria (B); 3) student responses to small- scale trials and large-scale trials have the Agree (S) category.

Based on these explanations, it can be concluded that the development of magazines as reading material needs to be implemented. The magazine, named Majasda, is expected to increase students' reading interest..

## 2. RESEARCH METHODS

This type of research is Research and Development (R&D) with the Borg and Gall development model (in Sugiyono, 2016) starting from stages 1 to 7 of a total of 10 stages, due to time, energy, and cost limitations. The seven stages are: (1) Looking for potential problems; (2) Conducting research and compiling data; (3) Product description; (4) Validation of product description (5) Revision of product description; (6) Conduct product tests; (7) Product improvement. The seven stages are described in the following chart.



The research data collection using instruments in form of questionnaires and interview sheets. In the validation process, the validator consists of 3 experts, namely linguists, material experts and media experts. Furthermore, a readability test

was conducted to determine the students' readability of the Majasda media and a response test was conducted to determine the student's response to the suitability of the display and content of the Majasda. Furthermore, an interest test was conducted to obtain data on increasing students' reading interest before and after using Majasda.

Qualitative data analysis in the form of interviews with teachers and students to find out criticisms and suggestions about Majasda as improvements. Analysis of the results of quantitative data distributed questionnaires to students. The student response analysis questionnaire was measured by the Guttman scale according to Sugiyono (2016)..

## 3. RESULTS AND DISCUSSION

### A. Validation Test

Product development is carried out through validation to experts consisting of linguists, material experts, and media experts. Each validator consists of 3 experts, lecturers and teachers as practitioners.

1. Material Validator

The results of the assessments of 3 material experts on learning and curriculum on Majasda obtained a percentage of 80% with the category of 80% - 100% with a very feasible category to be used as reading material in learning because the Majasda contains readings that are in accordance with the learning materials in the 2013 curriculum and Majasda provides examples -Examples of natural resources around the student environment. This is in accordance with the opinion of Pitkin and Joseph (in Kokom, 2010) which states that the elements in the preparation of the book are the contents of the book from scientific disciplines, environmental conditions, and student responses.

2. Media Validators

The results of the assessment of 3 media experts on the suitability of the media with learning to Majasda obtained a percentage of 85.4%, while for the attractiveness of the media obtained a percentage of 86.6%. In general, the 3 media experts obtained a percentage of 86% with a very decent category. Based on these results, it is known that Majasda is structured in an interesting way and based on the development of elementary school children. The explanation agrees with Kokom (2010), that the selection of learning sources or media must pay attention to the use of images and symbols so that they are easy to remember.

3. Language Validator

The results of the assessment of 3 linguists obtained a percentage of 84.16%, so that the value is in the range of 80% - 100% including the very feasible category. Majasda uses standard language and uses correct spelling. Kokom (2010) suggests that textbooks as learning resources must have standard sentence structures and easy-to-understand language.

Based on the results of validation by three expert validators, it is known that the Majasda developed can be categorized as very feasible. The results of the validation are shown in the following table.

**Table 4.3 Validation Results**

No	Validator	Percentage
1	Material Expert	80%
2	Media Expert	86%
3	Linguist	84.16%
<b>Average</b>		<b>83.3%</b>
<b>Category</b>		<b>Very Worthy</b>

## B. Small Group Trial

After the validation test was carried out, the small group test was then carried out. The small group test begins with a readability test, then a response test and finally a reading interest test. The three test results are presented as follows.

### 1. Readability Test Results

In this readability test, students' understanding of the appearance, structure, and language of Majasda can be seen. The results of the readability test questionnaire are explained as follows

Question to	Respondent					Totalscore
	Student 1	Student 2	Student 3	Student 4	Student 5	
1	1	1	1	1	1	5
2	1	1	1	1	1	5
3	0	0	0	0	0	0
4	1	1	1	1	1	5
5	1	1	1	1	1	5
6	0	1	0	1	0	2
7	0	0	0	0	1	1
8	1	1	1	1	1	5
9	1	1	1	1	1	5
10	1	1	1	1	1	5
Total						38
Maximum						50
Percentage						<b>76%</b>

Based on Table 4.4 the results of the student readability test obtained a score of 38, thus getting a percentage of 76%. This value is included in the range of 60% - 79% with a decent category, so that Majasda in terms of readability includes sentence structure and language that is easily understood by students. Majasda worthy as reading material. Kokom's opinion (2010) which states that the principles of writing textbooks including reading materials include using sentences that are in accordance with good and correct Indonesian language rules and sentence structures according to the level of students' language mastery.

### 2. Student Response Test Results

Students fill out a response questionnaire to find out students' interest in the use of Majasda including the physical form and overall content of the Majasda. The response questionnaire was filled out after filling out the readability questionnaire.

Response questionnaires were given to 5 fourth grade students. The results of the response test are described in Table 4.5 as follows.

No	Name	Total score	Percentage	Criteria
1	HF	47	94%	Very Worthy
2	OC	47	94%	Very Worthy
3	LT	48	96%	Very Worthy
4	AR	46	92%	Very Worthy
5	RV	47	94%	Very Worthy
Amount		235		
Total score interpretation		250 P = 235 x 100% = 94 %		
Criteria		Very worth it		

Based on Table 4.5, the student response assessment has a total score of 235 and a percentage value of 94% is obtained. This value is included in the 80% -100% category with very decent information, because the initial appearance of Majasda really attracts students' attention to read it, the writing can be read clearly, and the material highlights the natural wealth of the environment around students so that it is easy to understand.

So that the student response to Majasda is very positive. This is in accordance with the opinion of Rudi and Cepi (2014) that media including design and content can elicit student responses, so that learning provides directed and clear results.

### 3. Student Reading Interest Results

After the students filled out the response questionnaire, then the students read the Majasda and filled out a reading interest questionnaire. The results of students' reading interest before and after using Majasda are described in Table 4.6 as follows.

**Table 4.6 Results Before and After Using Majasda**

No	Name	Results	
		Interest before using media	Interest after using media
1	LT	2	5
2	RV	3	5
3	HF	3	4
4	OC	3	6
5	EL	4	4
6	EB	4	5
7	AR	1	5

8	ARY	1	5
9	REY	3	6
10	UL	2	7
11	GT	3	6
Highest result		4	7
Lowest result		1	4
Average		2.63	5.27

From the table above, it can be seen that the results before the use of Majasda of 11 children, the highest result of 4, the lowest result of 1 and an average of 2.63 and the use of Majasda the highest result of 7, the lowest result of 4 and an average of 5.27.

Based on the results obtained from before and after using Majasda, it can be seen that the average increase in results from 2.63 to 5.27. Based on these trials, it can be seen that Majasda can increase the reading interest of elementary school students. This is in accordance with the opinion of Greene and Petty (in Kokom, 2010) that the criteria for a quality textbook is that there is reading material that attracts the interest of many people.

### C. Product Revision

At the validation stage to the validators, researchers must revise again to perfect the product. Revision by linguists directed to improve the use of standard language in several sentences in the Majasda section of the knowledge content. In addition, the validator also suggests paying attention to the correct writing of the word. The principles of writing textbooks, including reading materials, include using sentences that are in accordance with good and correct Indonesian language rules (Kokom, 2010).

The material expert provides revisions to reduce the exposure of the material because the magazine has more pictures, as well as adding fictional stories about natural resources so that it is interesting for elementary students. Magazines often use colors, photos, illustrations as a format for presenting information (Palapah and Syamsudin, 2011).

Media experts give suggestions for choosing a larger font, so that students can easily read the contents of the text. In addition, the validator also provides suggestions for choosing the basic color of the writing and the background of the Majasda more explained so that the writing can be read clearly. This suggestion is in accordance with the opinion (Rudi and Cepi, 2014) that color selection must pay attention to harmony so as not to interfere with vision and can attract the attention of readers.



Based on product validation tests, product trials, and product revisions, it proves that the Majasda developed by the researchers received a positive response from students. Suggestions from validators, teachers and students can be used as a further reference to develop learning media, especially magazines.

#### **4. CONCLUSION**

According to the results of the Majasda validation, it shows that (1) the assessment of media aspects by media experts gets a score of 85.5% with very decent assessment criteria. (2) the assessment of the material aspect by the material expert gets a score of 80% with very decent assessment criteria (3) the assessment of the language aspect by the linguist gets a result of 84.16% with the very appropriate assessment criteria. Furthermore, the results of the media readability test got 76% results with proper criteria. The results of the percentage of student responses 94% with very decent criteria. Based on the results of the N-gain calculation, the increase in students' reading interest shows a score of 0.4660 including the moderate criteria, it can be concluded that Majasda is feasible to use.

#### **5. SUGGESTIONS**

Majasda development is still far from perfect. Therefore, the researcher gives suggestions to the next researcher in order to achieve better results (1) the research is carried out in more than one class, so that the development is more appropriate to the needs of students (2) complete the magazine material according to the elementary school curriculum, so it can be used as complete reading materials for elementary school students (3) adding real pictures of the environment around students, thereby attracting students' reading interest (4) improving the balance of the selection of basic colors with writing, to make it easier for students to read..

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