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Research Article

Development of Concrete Media in Reading and Writing Literacy of Grade 1 Elementary School Students in Region III, Batalaiworu District

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Abstract: . The aim of this research is to develop concrete media for literacy learning in reading and writing. The research method used is research and development methodology that adapts the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). The subjects of this study are first-grade elementary school students. The research instruments used in this study include a product assessment scale by material and media experts, as well as assessment questionnaires by teachers and student responses. The results of this research are concrete media for reading and writing literacy learning. The feasibility test results according to material experts received a score of 83% with good criteria, and a score of 91% with very feasible criteria from media experts. Additionally, the developed concrete media received good ratings and positive responses from first-grade students.

Keywords: Concrete Learning Media; Literacy in Reading; Writing.

1. Introduction

The current era of education focuses on improving literacy. The government, particularly the Ministry of Education and Culture, has taken various steps to improve educational skills in Indonesia. The current literacy movement is one of the goals considered important for improving students' reading and writing literacy. To improve literacy in Indonesia, the government has also launched a program called GLB or the National Literacy Movement, with the aim of fostering children's character through a culture of reading and writing (Wulanjani & Anggraeni: 2019). A person is considered literate if they are able to understand what they read (Warsihna: 2016). Therefore, literacy requires not only reading skills but also understanding what they read. Increasing literacy is expected to empower and improve the personal lives of families and communities (Pratama et al., 2022). A literate person is not formed from birth, but requires a long process. Education in Indonesia is currently below that of other countries, this is due to the lack of literacy or interest in reading among students (Baroroh et al., 2021). A child's reading ability depends on how parents and teachers at school teach children to read (Hidayat et al. 2022). The media used are appropriate to the students' needs or not. This is done because the use of appropriate media can influence and support the process of learning to read and write students.

Students' reading and writing abilities are 2 things that are interrelated in language skills, students' reading and writing abilities can be a provision for someone in understanding information contained in writing (Ali, 2021). Reading and writing abilities are very important things that elementary school students must have (Pahlavi, 2021). This is because elementary school students are the basic foundation in continuing to higher levels of education. so that the basic reading and writing of students must be directed from elementary school level. Based on the results of observations conducted by researchers in region III of Batalaiworu sub-district. In Batalaiworu 3 Public Elementary School there are still students who cannot read and write, especially in grade 1. In grade 1 there are 4 students who are not yet fluent in reading and

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cannot even spell letters. Meanwhile, in Batalaiworu 5 Public Elementary School in grade 1 there are around 6 people who are not yet fluent in reading and spelling letters. This is because students lack concentration which results in decreased comprehension during learning in class, inadequate media in schools. Class teachers tend to focus on the material and pay attention to students who are already fluent in reading and writing.

Based on these facts, in the 3rd region of Bataliworu sub-district, especially in SD Negeri 3 Bataliworu and SD Negeri 5 Batalaiworu, students' reading and writing literacy skills are still lacking. Therefore, the researcher wants to conduct a study entitled "Development of Concrete Media in Improving Students' Reading and Writing Literacy Skills in Indonesian Language Learning for Grade 1 in Region III, Batalaiworu Sub-district.".

2. Theoretical Study

Literacy is a crucial skill for every individual, especially elementary school students. Literacy encompasses more than just reading and writing, but also the ability to understand and effectively use information from texts in everyday life. In first grade, literacy is focused on early literacy, the initial stage in which children learn to recognize letters, letter sounds, read simple words, and begin to write short sentences. Early literacy forms an important foundation for subsequent learning because it is from there that children begin to understand the meaning of writing and develop thinking skills. As explained by Wildaniaty (2024), early literacy plays a role in developing language and logical thinking skills, which are the foundation of children's academic success.

Reading and writing literacy learning in first grade elementary school needs to be developed comprehensively through learning that utilizes fun, interactive, and student-centered media. One effective approach is to use concrete media, namely learning aids that students can touch, see, and manipulate directly. Concrete media is particularly relevant for first grade students who are still in the concrete operational development stage, where they learn best through direct experience and physical interaction with real objects.

According to research by Ningtyas et al. (2023), concrete media can improve students' understanding of language structure and stimulate their curiosity in reading and writing activities. This occurs because concrete media provides a more realistic and contextual learning experience, allowing students to easily connect letter or word symbols with their actual meanings. Furthermore, concrete media also provides space for students to be actively involved in learning. Children become more enthusiastic because they can touch, move, and play with the media used. This active involvement helps strengthen memory and develop fine motor skills that are important in writing. Suventi et al. (2023) stated that the consistent use of concrete media in literacy learning can increase students' self-confidence and learning motivation, especially in lower grades. Therefore, concrete media is highly recommended for use in early literacy activities as an effort to create a fun, meaningful, and effective learning process.

3. Research Method

The approach used in this study is a qualitative approach used to find out or describe the reality of the events studied so as to facilitate obtaining objective data. According to (Moleong, 2005) qualitative research is "research that intends to understand the phenomena of what is experienced by research subjects such as behavior, perception, motivation, actions, etc., holistically, and by means of description in the form of words and language, in a specific natural context and by utilizing various natural methods" The research procedure begins with the researcher conducting interviews to find out the writing of Concrete Media Development in Class 1 Indonesian Language Learning in Region III, Batalaiworu District. The subjects in this study are Bataliaiwou State Elementary School Teachers and the research objects to be studied are grade 1 students of Batalaiwou State Elementary School. The development design used uses the ADDIE research and development design which is an abbreviation of Analysis, Design, Development, Implementation, and Evaluation. The details of the data collection techniques carried out by the researcher are as follows: Analysis, at this stage the researcher conducts a study of three analyses, namely needs analysis, curriculum analysis, and student character analysis. Design, at this stage the researcher designs the concrete media model needed. Development , at this stage is the product realization stage. The form of media, worksheets, and evaluation instruments have been validated by experts, namely teachers and principals. The results of expert validation indicate that the media and learning instruments are

declared valid and suitable for application in learning. Implementation , at this stage the researcher applies the media and all learning instruments in the classroom. Evaluation , at this stage the researcher reflects on the media and instruments that have been carried out in the previous stage. This also confirms the application of concrete media to increase student learning motivation.

4. Results and Discussion

The results of this development research consist of two main topics. The first topic is about describing the design of concrete media in reading and writing literacy. The second topic is describing the feasibility/validity of concrete media.

The first stage is the analysis stage . At this stage, various aspects related to the development of concrete media are analyzed, particularly needs analysis. This process involves interviewing students and collecting data on their needs through questionnaires. In the analysis stage, activities are conducted to examine learning materials and needs. Material analysis aims to identify the needs of teachers and students in the learning process. Data collection is carried out through interviews and the distribution of questionnaires related to learning needs to students.

The needs analysis revealed that in reading and writing literacy activities, teachers only used printed textbooks and no learning media, resulting in monotonous learning and student boredom. The needs analysis also revealed that reading and writing skills are still significantly lacking. Students still struggle to spell and their writing skills are still imprecise.

The second stage is media design . At this stage, a concrete media design is made in the form of cardboard pieces with animal pictures and writings whose sentences consist of syllables to make it easier for students to spell and copy the writing on the media.

The third stage is the development stage . At this stage, concrete media is produced from the designed cardboard. The developed product is then evaluated for feasibility by material experts, media experts, and teachers. At this stage, the experts validate the content and presentation of the media. After receiving input and assessments from the two experts and declaring it feasible, the product is revised based on the suggestions provided. Next, the teacher assesses the revised product.

The developed products are assessed by subject matter experts to assess their feasibility and provide feedback for improvements before being piloted with students. The assessment is conducted using an indicator evaluation sheet, covering aspects of content feasibility, presentation, language, and readability. The data obtained from the assessment will be used as a basis for determining the product's feasibility.

Table 1. Results of product feasibility assessment by material experts

Assessment Aspects	Mark	Category	Percentage
Content Eligibility	A	Very good	90%
Presentation Eligibility	B	Good	80%
Language Eligibility and Readability	B	Good	80%
Total Score	B	Good	83%

Based on Table 1, it can be seen that overall, the feasibility of the concrete media was categorized as "Good" by material experts and is suitable for use. In addition to assessing its feasibility based on material, the product was also assessed by media experts. The data from the concrete media feasibility assessment conducted by media experts can be summarized in Table 2.

Table 2. Results of Product Feasibility Assessment by Media Experts

Assessment Aspects	Mark	Category	Percentage
Design	A	Very good	89%
Content/Material	A	Very good	93%
Total Score	A	Very good	91%

Based on table 2, it can be obtained information that overall, the feasibility of concrete media by media experts is categorized as "very good" and is suitable for use. After being assessed by the validator, the developed product is categorized as suitable for application in learning.

The fourth stage is the implementation stage . In the implementation stage, the developed product was tested on grade I students of Batalaiworu Elementary School to get student responses. Students gave (positive) responses to the concrete media developed.

The fifth stage is the evaluation stage . At this stage, all data obtained from each development process is collected, then improvements are made if there are still deficiencies. This step aims to prevent errors in the final product produced.

Similar development research conducted by Izzaturahma et al. (2021) also successfully developed appropriate learning media for weather lessons for third-grade elementary school students using the ADDIE development model. Dinayusadewi and Agustika (2020) successfully developed augmented reality- based learning media for geometry for elementary school students. Both studies validated their feasibility and received positive feedback from students during product trials.

5. Conclusion

This development research resulted in a product creation procedure in the form of concrete media for teaching reading and writing in grade 1 using the ADDIE model. Based on the results of the data analysis, the developed concrete media was declared suitable for use after receiving positive assessments from material experts and media experts. The developed media also received positive assessments from teachers. Furthermore, students also responded positively to the developed concrete media.

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