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Development of Interactive Story Book For Ecoliteration Learning to Stimulate Reading Interest in Early Grade Students Elementary School

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ABSTRACT

Research aims to produce a storybook containing ecoliteracy education for elementary school students of good quality in terms of the validity, practicality, and effectiveness of a product. This type of research is Research and Development with the ADDIE model. The instruments used were validation questionnaires, observations, teacher response questionnaires and learning outcomes tests. The results of this study indicate that the validation of interactive storybooks for ecoliteracy learning gets an average coefficient of validation from the validator, which is very valid qualifications. The practicality of loading the teacher's response questionnaire gets a percentage of 97%, the results of teacher and student observations get a percentage of 91% and 94%. The effectiveness based on giving pretest and posttest to students amounted to 30 students in grade 1 and 30 students in grade 2 with an average pretest result of 74, while the average posttest was 90.8. The result indicates that there is a significant difference in the learning outcomes of early grade elementary school students using interactive story books. Based on the validation of the instrument and the recapitulation of the questionnaire filled in by the teacher, it can be stated that the quality of the interactive storybooks developed are very valid, practical and effective for use in learning. This interactive storybook can help early grade elementary school teachers in growing interest in reading related to ecoliteracy learning so that students' awareness of caring for and caring for the surrounding environment can be carried out from an early age.

INTRODUCTION

Literacy is a basic ability that every individual must have in life. The function of literacy is not only for self-development but also for making individuals able to behave, act, and make the right decisions related to the context of life and life. Literacy is defined as an activity of reading and writing but literacy is also interpreted as a complex cognitive activity in communication and problem solving related to social and cultural contexts (Abidin et al., 2017). In relation to learning in elementary schools, literacy skills are divided into receptive skills, namely listening and reading and productive skills, namely writing and speaking skills. From these explanations, it can be said that basically the literacy process is divided into two stages, namely early literacy and advanced literacy. In early literacy students learn about how to catch codes, while in advanced literacy students interpret codes and then respond to them. In connection with the above, Elementary Schools (i.e. SD) in Indonesia provide early literacy programs in grades 1,2, and 3 where the basic competencies include listening, reading, speaking, and technical writing (Tryanasari & Kartikasari, 2021)

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