

Development of Media *Activity Books* to Overcoming Reading Difficulties in Children With Special Needs

Nurmala Hidayati^{1*}, RoniAmrulloh², Abdul Aziz^{3*}

^{1*,2,3}Faculty of Education, Universitas Hamzanwadi, Indonesia

*Corresponding Author Email: nurmala.hidayati2019@student.hamzanwadi.ac.id

Abstract: This researchers use Activity Book media as a learning medium that can be used to improve reading skills in ABK (Children with Special Needs) students. This research was conducted with the aim of developing Activity Book media for ABK students (Children with Special Needs) who have reading difficulties or are called dyslexics using the *Borg and Gall research design* which consists of 10 steps which are then simplified into 7 steps namely (1) research and data collection, (2) planning, (3) product development, (4) initial field trials, (5) learning media revision, (6) main product testing, (7) final product. This research was conducted on a grade 4 student who had difficulty reading. This research uses Research and Development approach. The research instrument used media expert validation sheets, material expert validation sheets and principal responses. The results of the media expert validation test get a score of 99 and are in the range of scores $X > 96.54$ with the category "very good" and the results of the validation of material experts get a score of 38 which is in the range of scores $x > 33.54$ with the category "very good" good" while the results of the principal's response obtained a score of 70 and were in the range of scores $X > 63$ in the "very good" category. It can be concluded that the *Activity Book* media is valid and effective as a tool that makes it easier for students to overcome reading difficulties.

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Introduction

Reading is a type of receptive written language ability. It is called receptive because by reading someone will get information, knowledge, and new experiences. All that is obtained through reading will enable the person to be able to enhance his mind power, sharpen his views, and broaden his horizons (Husna & Eliza, 2021). Thus, reading is an activity that is needed by anyone who wants to progress and improve themselves. Therefore, learning to read in schools has an important role. However, the class teacher must try really hard so that he can provide a good base of abilities to his students. This will be realized if through good implementation. Before teaching the teacher there must be planning, both regarding material, media, methods, and others. A teacher is required to help overcome children's reading difficulties, one way to overcome reading difficulties is to use learning media (Harianto, 2020).

Learning media is a tool or intermediary for smooth learning activities with the right process so that the learning objectives can be achieved (Junaidi, 2019). Learning media has a close relationship in the world of education in the teaching and learning process. So it can be

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said that learning media is one very important thing that is used to be a tool or intermediary in conveying information to educators (Nurrita, 2018).

According to Mais Asrorul (2016) the word media comes from the Latin *medius* which literally means middle, intermediary or introduction. According to Andreson (1987) (in Sukiman, 2012) learning media is media that allows the realization of a direct relationship between the work of a subject developer and students.

Media is a visual aid that comes from the word *prop* which means tools, or in everyday language it is often combined into *props*. In the world of education, the media is known as a communication tool between teachers and students to prevent verbalism (Yaznina Arwani et al., 2020).

There are lots of media that educators can use to improve students' reading skills, one of the media that can improve students' reading skills is the Activity Bookmedia, (Moto, 2019). Activities to improve children's reading skills, especially children with special needs (ABK) by introducing the alphabet where the basics are first and then writing stories according to the pictures provided in the Activity Bookmedia.

Activity Book (busy book or quiet book) is a type of media that has similarities, another term for media activity book is busy book or quiet book. Activity Book is a book made of paper that will be laminated which has several pages and has contrasting colors and designs that can attract children's attention. With this Activity Book media, students can be helped in overcoming reading difficulties. Because of this media This media can be used classically and individually.

Based on Observations were made from September 1 to November 30 to students at SD Negeri Keling and it turned out that one of the students had difficulty reading or was called dyslexia, namely one of the 4th grade students at SD Negeri Keling. The media used for children who have difficulties in reading does not exist even when the teacher carries out the learning process for children who have obstacles or not, the way of teaching is the same or equalized other than the media which does not exist even a special accompanying teacher for children with special needs also does not exist because apart from the school in remote areas, facilities at the school are also limited.

Initially, special education applied the "segregation" model of learning, which placed children with special needs in special schools/special schools (SLB) separately from their peers. (Maria Dimova & Stirk, 2019)

The development of the history of inclusive education in Indonesia began to develop inclusive education in 2000. Initially, education for children with needs was provided in three types of educational institutions. Namely Special Schools (SLB), Special Elementary Schools (SDLB), and Integrated Education. (Lubna, Ahmad Sulham, Abdul Aziz, dkk. 2021).

Children with special needs (Heward) are children with special characteristics that are different from children in general without always showing mental, emotional or physical disabilities. Children with special needs are children who have their own unique characteristics and types, which distinguish them from normal children in general (Mukrimaa et al., 2016).

Children with Special Needs (ABK) are children who have special characteristics related to their psychological and physical conditions, so that they need someone in their growth and development and especially in their education, they need a companion so they can optimize their potential. (Husni, 2020)

ABK (children with special needs) are children who are different from other children in general. This child is said to have special needs if there is something lacking or even more in him (Rumia & Simorangkir, 2021)

ABK is a child who requires special treatment in connection with developmental disorders and abnormalities experienced by children. Those who are classified as children with special needs can be grouped based on disorders or abnormalities in physical/motor, cognitive, language & speech, hearing, vision, and social and emotional aspects. (Widiyanto et al., n.d.).

A person who is unable (disabled) is someone who has limitations due to physical deficiencies that will interfere with learning problems or social adjustment, for example in vision (low vision), hearing, or physical disabilities (orthopedic impairments and health impairments), and other health problems (epilepsy, juvenile, diabetes, mellitus, hemophilia, cystic, fibrotic, sickle cells, anemia, heart, cancer). Someone who has difficulty (impaired) in his physique will also have the same problems as people who are unable (disabled) (Thohari, 2014). Someone who is disturbed (disturbed) in terms of learning, so that it can be called having a learning disorder or disturbed behavior can be called having a behavior disorder. Children with learning difficulties are one of the disorders that are handled in inclusive schools. Children with this disorder show weak information processing (Ihsani, 2021). The new thing contained in this research is the development of Activity Book media which is designed with an attractive and flexible design so that it is easy for children to use. And this study also found things in the field children are very passionate about learning to read.

Information processing can be challenging in terms of both social skills such as understanding sarcastic language, interpreting body language or recalling information. Children with this disorder have above average levels of intelligence but have difficulties in reading, writing and counting (Aprilia Ulfaitul Inka, Fathurohman, 2021). What is disturbed by children with learning disabilities is the wrong perception of letter shapes, letter sounds or numbers. The use of this media is expected to help students to more easily and successfully learn to read in elementary schools (Muhamad Romadhon, 2019).

From the problems mentioned above, a solution is needed to improve the reading ability of students with special needs (Children with Special Needs). Children need interesting learning media that can improve their reading ability. The media used here is Activity Book media. With this Activity Book media, it is hoped that can help children to improve their reading skills because by using this media, children will easily have a desire to learn to read. Therefore researchers use Activity Book media as learning media that can be used to improve reading skills in students with special needs (Special Needs Children).

Research conducted by Ika Firma Ningsih Dian Primasari and Asep Supena in a journal entitled *Improving the Reading Ability of Dyslexic Students with Multisensory Methods in Elementary Schools* concluded that the multisensory method can be used as one of the learning models that can develop the early reading skills of dyslexic children. Whereas this research entitled "Development of Media Activity Book to Overcome Reading Difficulties in ABK (Children with Special Needs) Students of SD Negeri Keling". With this Activity Book media is expected to help children to improve their reading skills because by using this media, children will easily have a desire to learn to read.

Based on the description above, the researcher is interested in conducting research in order to obtain accurate data, which is useful for providing the best solution for overcoming reading difficulties in students with special needs (Special Needs). For this reason, researchers

are interested in raising the title " Development of Media Activity Book to Overcome Reading Difficulties in Students with ABK (Children with Special Needs) SDN Keling".

Research Method

This study uses a Research and Development approach to research and development. Research and Development or research and development is a research method used to produce certain products, and test the effectiveness of these products (Full Moon, 2016).

Borg and Gall development model, which is simplified into seven stages, namely: research and data collection, planning, product development, initial field trials, revision of learning media, main product testing, final product. The method used is the development method.

The population of this study was at SD Negeri Keling and the sample of this study was one of the 4th grade students with the initials ABN.

Data collection techniques and instrument development, namely using media expert sheets and material experts, this validation sheet is used by researchers to collect initial product design validity data. (Prasetyo, 2014). This validity sheet consists of two components, namely, a validation sheet for the Activity Book by media experts and a validation sheet for material experts. Meanwhile, the questionnaire used was the teacher/principal response questionnaire. The teacher/principal response questionnaire is an instrument used to measure the teacher/principal's response to the materials and media used by researchers.

Data analysis techniques, namely: The data obtained is classified into two, namely quantitative data and qualitative data. Qualitative data obtained from interviews and questionnaires as input in developing the initial product. Meanwhile, quantitative data was obtained from media feasibility assessment scores obtained from media experts and material experts by providing responses to the products being developed. The data analysis technique used is the analysis of the validation sheet and the teacher/principal's response to the Activity Book media to overcome reading difficulties in ABK students (Children with Special Needs) by using a questionnaire which produces qualitative data.

Results and Discussion

Results

The initial field trial of the media expert validation was carried out by the class teacher at East Lombok SLBN 1, namely Mrs. Ririn Yuliana, S.Pd. This validation was carried out on June 8, 2023. Based on the results of the validation of the media expert, the product in the form of the researcher's Activity Book media obtained a score of 99 with an average value of 4.3. From these results the Activity Book media is included in the very good category. Based on the media expert validation sheet, it is known that there are 5 aspects that are developed into 23 statement items that must be filled in by the media expert validator. The results of the analysis from media experts are: $X > 96.54$ (very good), $78.18 < X < 96.54$ (good), $59.82 < X < 78.18$ (enough), $41.48 < X < 59.82$ (not good), $X < 41.46$ (not good).

Table 1. Acquired Media Expert Validation Score

Total score	Average	Score Range	Category
99	4,3	X > 96.54 99 > 96,54	Very good

Material expert validation was carried out by Mrs. Mumfatiha KurniaPutri, S.Pd on June 8 2023 as a teacher at SLBN 1 East Lombok. The results of the material expert validation showed that product development in the form of Activity Book media developed by researchers obtained a score of 38 with an average value of 4.75. Based on the material expert validation sheet, it is known that there are 3 aspects developed into 8 statement items that must be filled in by the material expert validator. The results of the analysis from material experts are: $X > 33.54$ (very good), $27.18 < X < 33.54$ (good), $20.82 < X < 27.18$ (enough), $14.46 < X < 20.85$ (not good), $X < 14.46$ (not good).

Table 2. Acquired Material Expert Validation Score

Total score	Average	Score Range	Category
38	4.75	X > 33.54 38 > 33,54	Very good

The questionnaire results from the response given by the school principal, namely on behalf of Mr. Musleh, S.Pd. SD as the principal at SD NegeriKeling who gave a score of 70 with an average value of 4.6. Based on the response from the school principal, it is known that there are 4 aspects that are developed into 15 statement items that must be filled out by the school principal. The results of the analysis of the principal's response are: $X > 63$ (very good), $51 < X < 63$ (good), $3 < X < 51$ (enough), $27 < X < 39$ (poor), $X < 27$ (not good).

Table 3. Obtained Score from the School's Response

Total score	Average	Score Range	Category
70	4,6	X > 63 70 > 63	Very good

Discussion

The product test was carried out at SD NegeriKeling with the application of Activity Book media to one of the grade 4 students with the initials ABN, namely a student with special needs (ABK) who had difficulty reading. The time to use the media during research is 45 minutes by repeating activities 3-5 times which are interspersed with other activities so that students don't get bored easily.

There are eleven parts of the research media used. In the first part, which is getting to know the vowels, in this section the child is fluent and knows the vowels. In the second part, which is getting to know the alphabet, the child already knows all the alphabetic forms from the letters A-Z. In the third part, namely getting to know the syllables, in this part the child knows all the forms or letters of the syllables themselves.

In the fourth part, namely knowing the child's vocabulary when spelling is already able but when combining words the child still has difficulty pronouncing it, besides that with pictures it makes it easier for children to read. In the fifth part, namely in the practice section

circling the pictures according to the prefix letters, the child can already circle the pictures because they already know the pictures and only the prefixes.

In the sixth part, which is practicing connecting the names of objects according to the pictures. In this section, children can read and make connections because there is the use of characters, namely pictures. In the seventh part, which is to find the name of the object according to the picture, the child in this section is able to spell letters but cannot connect them yet. The child can make boxes in the writing because it is influenced by the picture. In the eighth part, namely practicing reading, children can already recognize letters and spell but still have difficulty pronouncing them.

In the ninth part, which is practicing writing syllables, the child can already write syllables because of the copied letters. In the tenth part, namely practicing writing animal names, fruits and writing short stories, children can write words if the child is dictated, but in writing stories, children already know the picture but cannot write it yet because there are some letters that are still difficult to write. In the eleventh part, which is the practice of reading short stories, children cannot read in its entirety but can already recognize letters, it's just that they can't connect the letters.

This research had a significant impact on students, where students who initially had difficulty reading in recognizing various forms of letters and in their spelling became more understanding of the material when using the learning media contained in the Activity Book media. In addition, these students also showed interest in using the media and doing the activities contained in the Activity Book media.

Conclusion

Based on the results of the research and discussion presented, several conclusions can be drawn, namely: (this research and development procedure uses the Borg and Gall development research design which is simplified into seven stages, namely: (1) research and data collection, (2) planning, (3) product development, (4) initial field trials, (5) revision of instructional media, (6) main product tests, (7) final product, the results of media expert validation of the Activity Book media developed by researchers obtained a total score of 99 and were in the range of scores $X > 96.54$ in the category of "very good" and the results of the material expert got a score of 38 in the range of scores $X > 33.54$ in the category of "very good" while the results of the principal's response obtained a total score of 70 and were in the range of scores $X > 63$ in the "very good" category, with this media, namely Activity Book media, can overcome reading difficulties in ABK students (Children with Special Needs). spelling, based on the results of the response from the school principal that the existence of this Activity Book media is able to provide good motivation to students and teachers in developing better media, especially in accommodating the needs of dyslexic students or students who experience reading difficulties, so they do not tend to focus on material but there are tools that make it easier for students to read.

Another benefit that is felt by both teachers and especially for school principals is that this media is a new form of motivation because it did not exist before so it is very interesting for students who have reading difficulties (dyslexia), the design and colors are very attractive. The hope of the school community is that in the future there will continue to be innovation and creativity that continues to develop in the world of education, especially elementary school

teacher education (PGSD) which is able to assist educators in meeting the needs of student facilities and infrastructure, especially students with special needs (ABK).

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