

Need Analysis of Flipbook Media Development based on the Tri-Nga Teachings in Improving Literacy and Numeracy Activities for Elementary School

Budi Artopo, Siti Rochmiyati, Banun Havifah Cahyo Khosiyono*

Primary Education, Universitas Sarjanawiyata Tamansiswa, Indonesia

*Corresponding author: Email: banun@ustjogja.ac.id

ABSTRACT

This study was a need analysis study as a part of the research and development of developing flipbook media based on Tri-Nga teachings in improving literacy and numeracy activities for elementary school. The aim of this study was to explore students' and teachers' needs for flipbook media development based on Tri-Nga teachings in improving literacy and numeracy activities for elementary school. This research is qualitative research. Data collection techniques using document analysis, observations, and interviews. The research participants were 24 students and 9 teachers of Indonesian Elementary Schools. Findings showed that the results of the needs analysis state that it is necessary to develop a flipbook media based on Tri-Nga Teachings in improving the literacy and numeracy for elementary school.

Keywords: *Flipbook, Literacy and Numeracy, Tri-Nga Teaching*

1. INTRODUCTION

The 21st century or known as the era of information and technology brings a new perspective in the order of life. The integration of ICT in today's life is changing our relationship with information and knowledge and education is no exception. In the Covid-19 pandemic situation, learning is carried out online and offline or blended learning really needs ICT as a learning medium that can support teaching and learning activities. The results of observations in learning schools that were carried out in blended learning during the Covid-19 pandemic, students experienced several difficulties including problems with difficult signals, cellphones that parents brought to work, games that were more interesting than the learning media used by teachers, and there were still many difficulties for participants. other students. Not only students, parents and teachers also have many difficulties, especially when it comes to purchasing internet quota packages. With the implementation of online learning, either through zoom or google meet, sending videos via Whatapps Group, as well as videos used as teaching materials, really need a large quota. While the work of parents as farmers and also not all teachers are State Civil Apparatus with sufficient salary. This is a dilemma in the world of education.

One way to provide interesting learning to students is through the media. One of the medias used by researchers is flipbook. The media used in elementary schools should have appealing qualities that draw kids in and make learning more fun and engaging (Wulandari, et.al., 2022). Flipbook media can be an alternative media to improve literacy-numeracy in elementary school. This is supported by previous research by (Hayati et.al, 2015) learning with flipbook media for physics material has a positive impact, namely being skilled at optimizing student learning outcomes. (Kodi, Hudha, & Ayu, 2019) in his research, the media that was developed as a whole was suitable for use in learning activities so that this learning media succeeded in increasing student learning achievement in accordance with the mastery of learning obtained by students, this research is in line with (Putri, et.al., 2020). The results of the study (Jauh, Sma, & Sa, 2021) stated that the media developed was suitable to be used as a support for learning while at the same time attracting the enthusiasm of students, the results of this study were in line with (Hayati et. al, 2015; Rahmawati, 2017). Furthermore, the research conducted by Meidita & Susilowibowo (2021) in line with Andandari et.al. (2019) concluded that the results of developing flipbook media were declared feasible to generate learning motivation and reduce the level of boredom in the learning process.

Based on the result of preliminary study of this research show that there is lack of literacy and numeracy activities that can be meaningful and encourage student activities well in Indonesian primary school. The media is one approach to providing students with engaging learning opportunities. The flipbook is one of the mediums that researchers employ. In elementary education, flipbook media may be a useful tool for improving reading and numeracy. An alternative that can be done in literacy and numeracy activities so that they can be meaningful and encourage student activities well is by implementing the teachings of Tri-Nga, they are *NGERTI (Cognitive)*, *NGRASA (affective)*, and *NGALOKI (psychomotor)*. Therefore, the aim of this study was to explore students' and teachers' needs for flipbook media development based on TRI-Nga teachings in improving literacy and numeracy activities for elementary school.

2. METHODS

This research used a qualitative research design. The research participants were 24 students and 9 teachers of Indonesian Elementary Schools. Data collection techniques using document analysis (textbooks or modules, lesson plans, assessments), observations, and interviews. Data were collected using interviews via google forms. Semi-structured interviews with the participants were offered to them. These interviews are brief conversations. A content analysis was employed for data analysis. The transcripts of the interview data were then used to conduct a conventional qualitative content analysis. Data that has been transcribed and translated into Indonesian languages is subjected to a thematic analysis by looking for patterns that recur often (Widodo, 2014; Khosiyono, 2022). The act of categorizing words, phrases, and sentences into groups or themes results in the generation of this pattern's identification. Finding related themes is simple when using this code.

3. RESULTS AND DISCUSSION

Making field observations was part of the need's analysis process. Observations were made when the action was carried out, the researchers made observations using the prepared observation sheets. The results show that the teacher had not optimized various components of supporting learning, including the models and learning material employed, according to the results of field observations at Indonesian Elementary schools. The teachers' learning strategy has not been able to motivate students to actively participate in creating their own body of knowledge. The majority of the time, students are mute and only take down what the teacher says, making no attempt to actively investigate or seek out further information. The teacher's use of media in the form of power point presentations is straightforward, limited to the most crucial information and a summary of the subject matter that is less engaging and does not pique students' interest in the subject matter.

According to the results of teacher interviews, the subject matter for the body's defensive system is still seen as challenging since it is abstract and takes place inside the body without being observable. Textbooks, modules, student workbooks, and power point presentations are the types of learning materials utilized during observational learning. Core competencies, fundamental competences, and learning indicators are not included in the textbook that was utilized. Textbooks solely include informational text and supporting images. A synopsis of the subject matter, tasks, and daily exam questions are included in module and student worksheets. The topic is just summarized in the power point, which is less educational, less engaging, and does not pique students' interest in the subject matter. To lessen the abstractness of the information on the human body's defensive system, supporting material in the form of video (audio visual) has not been included in the teaching materials.

Based on the result of student interview, there are not many references for lesson plans that students use for independent study, learning materials that still lack literacy and numeracy activities, teachers used video media, and ppt in teaching, but the material does not cover literacy and numeracy activities.

The findings demonstrated that teachers limited utilization of digital learning resources is regrettable given that technology is now a need for human existence in the fourth industrial revolution (Malik & Agarwal, 2012; Motamedi, 2019). Therefore, teachers need a flipbook media based on Tri-Nga Teachings in improving the literacy and numeracy for elementary school. Based on the need analysis, Flipbook media development based on the Tri-Nga Teachings in Improving Literacy and Numeracy Activities for Elementary School *Ngerti* (cognitive) is the process for cognitive internalization in children of various concepts and exposures and ask questions. *Ngrasa* (affective) is an example of a teacher of inner activity, empathy from students. *Nglakoni*

(psychomotor) is a psychotic activity that is suppressed on the circulatory system. The available printed books are not free for children to carry everywhere.

4. CONCLUSION

In empirical, this study contributes to teachers of Indonesian Elementary schools and researchers for developing flipbook media based on Tri-Nga teachings in improving literacy and numeracy activities for elementary schools. Students will be more motivated to continue their education if cutting-edge digital teaching aids are used.

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