

The Development of Teaching Module for Students' Reading Difficulty at Primary School

Ahmad Edward¹, Nida Adilah¹, Rusma Permana¹

¹ STAI KH. Abdul Kabir, Indonesia

 ahmadedwar9@gmail.com

Abstract

The aim of this research developed Teaching Module for students' Reading Difficulty at Primary School. This research uses the Borg and Gall development procedure which has been simplified into 4 stages, namely (1) research and data collection, (2) planning, (3) module development, (4) validation and testing. The research subjects were students who had difficulty learning to read at the beginning of grade I elementary school. Data collection techniques use observation, reading ability tests, product validation questionnaires by experts. The steps used in this research and development are (1) research and gathering initial information; (2) planning; (3) product format development; (4) small scale trials; (5) final revision and product improvement. Module validation is carried out by media expert validators, material experts and class teachers. The score from the media expert validator got a percentage of 96%, the score from the media expert validator got a percentage of 96%, the class teacher got a percentage of 100%. Thus, all validation results are classified in the "very feasible" category. Based on research on the quality of learning media, learning modules without spelling using the Montessori method have been made feasible and practical for use in teaching and learning reading activities at MIS Nurul Falah Kemuning.

Keywords: Reading Difficulty, Learning Module Development, Students Reading Difficulty

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INTRODUCTION

Early reading usually begins when the child enters primary school, ie. at the age of 7 years. Reading retention is influenced by students' initial reading abilities. Reading success can be influenced by mental maturity, visual skills, listening skills, speech and language development, thinking and attention skills, motor development, social and emotional maturity, as well as motivation and interest. It is hoped that students' reading abilities after elementary school will be good, but learning difficulties still often occur, especially early reading difficulties. Early learning and reading difficulties directly or indirectly affect other academic areas such as writing, arithmetic and understanding other subjects. Reading difficulties can be overcome immediately if teachers know the symptoms students are experiencing.

To find out these things, teachers can provide assessments. There are two types of assessment procedures, formal assessment and informal assessment. Formal assessment

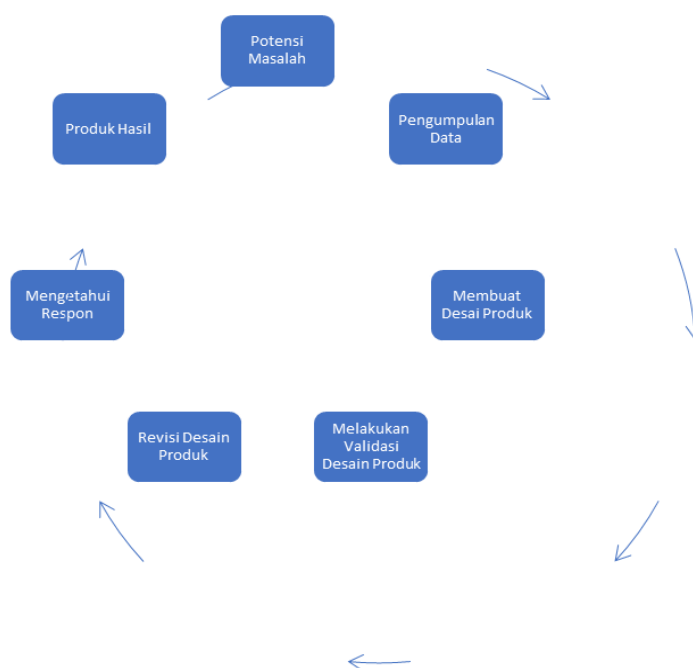
can be completed with tests that are equipped with test instructions, answer keys, interpretation of results, and treatment alternatives. Meanwhile, informal assessment can be carried out through teacher observations, class vocabulary, informal reading lists, cloze procedures, and curriculum-based tests. Children with reading difficulties require special attention from both teachers and the environment, so that treatment can take place according to the child's needs. Therefore, this research will reveal children's reading skills and provide a guide for designing early reading learning modules that suit children's needs. The choice of modules is because modules are teaching materials that students can use independently. A module is a learning package that contains learning objectives, learning materials, learning methods, learning tools and resources, as well as an assessment system.

Modules can be written in communication languages and adapted to student needs. Relevant learning modules contain action plans for children with reading difficulties that can be used by teachers and children with reading difficulties. The modules are made systematically and interestingly. Includes material content, methods and evaluation. It is hoped that this learning module will make it easier for teachers to overcome children who have difficulty reading early and students can learn on their own by doing reading exercises with this module. The development module is a learning module for children who experience learning difficulties when starting to read. The module includes: preface, its use, materials and exercises to start reading. The contents of the module are adjusted to the curriculum used, namely. independent curriculum

METHOD

In this study, researchers used a model *Borg dan Gall*. In development research, ten development steps are required to produce a final product that is ready to be applied to educational institutions. As stated *Brog and Gall* According to Ardhana, every developer can of course choose and determine the most appropriate steps for him based on the special conditions he faces in the development process.³ Researchers only used 5 development steps from Sugiyono, namely potential problems, data collection, product design, product validation, and design revision. These steps can be adjusted to the needs of researchers so that the research steps according to Sugiyono are not all carried out due to time constraints in this research. In general, the development of this product includes the following diagram:

Figure 1
Module research and development procedures



This model has development steps that are in accordance with development research, namely research that produces certain products by carrying out validation tests to determine the validity of the product. In this development research, five steps are carried out to produce a final product that is ready to be used in educational institutions. The subjects in this research were class I students of MIS Nurul Falah Kemuning in the 2023/2024 academic year. The object of this research is the creation of a learning module to read without spelling. The instruments used in collecting this data were validation sheets using questionnaires and interviews. The assessment uses a closed questionnaire with a Linkert scale. The use of the Linkert scale to measure attitudes, opinions and perceptions of a person or group of people about social phenomena. The researcher applied a Linkert scale with a score of 1 to 5. With explanation, very feasible (SL) was given a score of 5, decent (L) was given a score of 4, quite feasible (L) was given a score of 3, less feasible (KL) was given a score of 2, and not feasible (TL) is given a score of 1.

Data analysis in this research uses qualitative and quantitative descriptive analysis techniques. Qualitative is data obtained in the form of input from validators at the validation stage, as well as input from material experts and class teachers. Meanwhile, quantitative is data that describes the results of product development. The data obtained through the assessment instrument during the trial was analyzed using statistics, this method is expected to be able to understand further data. The results of data analysis will be used as a basis for revising the products to be developed. Data in the form of opinions or responses to product validation tests collected through questionnaires is analyzed statistically. Formula to determine the interval distance from very less (SK)

$$skor\ rata - rata = \frac{jumlah\ skor(x)}{jumlah\ butir(n)}$$

Based on the interval distance above, a table of criteria for respondents' attitudes towards products resulting from development and research can be compiled as follows:

Rate Score	Classification	Conclusion
>4,2	Very good	Can be used as an example
>3,4 - 4,2	Good	Can be used without repair
>2,6 - 3,4	Enough	Can be used with minor improvements
>1,8 - 2,6	Less	Can be used with many improvements
≤1,8	Very less	Cannot be used yet

Based on the table above, the development product will end when the assessment score for the learning to read module meets the requirements or in other words has reached a good classification.

RESULTS AND DISCUSSION

The research and development carried out by researchers used Borg and Gall development procedures. The steps used in research and development include (1) research and gathering initial information; (2) planning; (3) product format development; (4) small scale trials; (5) final revision and product improvement. The following are the

results of research and development of the learning to read without spelling module at MIS Nurul Falah Kemuning

Decryption of Assessment Results Data

Based on the results of the assessment and validation, the data is then analyzed by changing quantitative data into qualitative data. The purpose of this is to determine the quality of the products developed by researchers. This data change was carried out using a Linkert Scale with a score range of 1-5 from the "Not Eligible" category to the "Very Eligible" category.

Preliminary Study Results.

Description of Students' Initial Reading Experiences

After conducting interviews with students who had been determined by the researcher, namely 3 students of MIS Nurul Falah Kemuning, the information needed by the researcher was obtained to identify the students' reading abilities and needs for additional teaching materials. Below are presented the results of the interview

Table 1 Students' Initial Reading Experience

No	List of Questions	Student Answers 1	Student Answers 1	Student Answers 1
1.	Have you ever learned to read?	Once	Once	Once
2.	Do you like learning to read?	I don't know, but I want to be able to read	Like, so I can read	Sometimes it's good, but not if the letters are difficult
3.	Do you like learning to read using any media (newspapers, magazines, periodicals? wall, internet)	Just like looking at the picture	Yes, happy	Yes, but I like looking at the pictures
4.	Did you learn to read from textbooks at school?	Yes, from the teacher	Of	Of
5.	Did you only learn to read at school?	Of	Of	At home with mom I study sometimes, sometimes

Based on the table above, of the 3 students it turns out that the students have indeed learned to read, but there are several difficulties such as recognizing letters that have the same shape. They also answered that they wanted to be able to learn to read, but were dominated by their likes and pleasure in looking at pictures when learning to read. From the interview results, it was also stated that 2 people learned to read at school while another person also learned to read with their parents at home.

Description of Students' Perceptions of Teaching Materials Used in Schools and Students' Needs for Additional Teaching Materials

Table 2 Students' Perceptions and Needs for Learning Media

No	Question	Student Answers 1	Student Answer 2	Student Answers 3
1.	Do schools use Indonesian language textbooks as a resource for learning to read?	Of	Of	Of
2.	Is the reading learning material complete?	Don't know	Don't know	Don't know
3.	What study materials are available? is it easy to understand in Indonesian textbooks?	Easy	Easy	Don't know
4.	Are there various examples that can make it easier for you to learn to read?	Don't know	No	No
5.	Can you understand the reading in a textbook without guidance from a teacher?	No	No	No
6.	Are you interested in learning to read after seeing the material in the textbook?	Just the same	Just the same	Just the same
7.	The material contained in textbooks motivates you to learn to read	Just the same	Don't know	Just normal
8.	Is the textbook used sufficient as a learning resource?	Don't know	Don't know	Don't know
9.	Do you need other learning resources to support learning activities?	Of	Of	Of
10.	Do you need other learning resources that can be understood independently?	Of	Of	Of

From the table above, it is found that reading lessons in first grade use Indonesian language textbooks without using modules or other learning media that specifically make it easier for children to learn to read. Based on the interview results, information was also obtained that students need learning media that can be studied independently and can support the reading learning process

Description of Interview Results with Class Teachers

Interviews with class teachers were conducted by MIS Nurul Falah Kemuning, namely the class 1 teacher, Mrs. Uul, S.Pd regarding reading learning at school and the teaching materials used at school. From the interviews conducted, several information was obtained, including that students still experienced many difficulties when reading. Of the total 32 children, only 10 children had fairly good reading skills. Meanwhile the rest still really need help. The difficulties they experience include recognizing consonant letters, distinguishing between the letters p, d, q, b, not having much motivation to learn to read, and not being trained to read by their parents at home.

Regarding the textbook used "Indonesian: I can!", the teacher believes that there is still minimal explanation of the material for learning to read. The material contained in the book needs to be studied further. The explanation in the book is

too short, there are only a few lines for learning to read, so teachers must have the initiative to add material about learning to read, such as writing letters, words and sentences on students' paper/books. Apart from that, the lack of teaching materials that students have also triggers students' lack of ability to learn to read

Description of Indonesian Language Textbook Review Results

The teaching materials used by schools and used as samples in this research are "Indonesian Language: I Can" Independent Curriculum published by the Book Center of the National Education Department. The teaching materials studied include four aspects, namely introduction, material, presentation of material, and the language used.

Based on preliminary aspects, overall it is categorized as good. Then we examine it in terms of how the content of the book is presented, for example in the ability test section of the book which contains practice questions which can be presented in each sub-lesson which is used to train students' understanding of the content of the material. Next, the book organization can be seen in the table of contents. Then, the lesson title has been formulated thematically. In the introduction there are objectives that are formulated briefly and concisely. In the aspect of presenting the material, the reading text is quite appropriate to the objectives and themes, but there is still not enough to train students' reading skills. Apart from that, the material for learning to read is considered to be less in-depth

Planning

After conducting a preliminary study and obtaining information as a first step to identify and explore students' needs for additional teaching materials, the researchers then planned to create a module for learning to read without spelling using the Montessori method. The steps taken by researchers in product development planning include determining learning objectives, determining appropriate and creative module titles, selecting materials, preparing a framework in which the materials are contained, teaching sequence and evaluation, and collecting materials.

a. Goal Formulation

In general, the aim of learning using this module is so that students can learn to read without spelling using the Montessori method. Furthermore, the specific aim of using this module is to recognize vowels, consonants and read syllables.

b. Material Selection

Selection of materials used in the module, including selection of theory, examples or illustrations, supporting images, reading procedures using the Montessori method.

c. Fabrication of Module Frames

Before compiling the module, a module framework must first be created so that module writing can be done in an orderly and structured manner. The framework starts from the module title, foreword, module contents, and image sources.

Product Assessment and Revision

Product assessment and validation is carried out by media experts and material experts. The assessment is carried out by experts at least twice, this aims to determine improvements in product development carried out by researchers. Apart from that, an assessment is also carried out with the aim of determining the suitability of the product before and after revision based on comments and suggestions given by experts. Furthermore, the assessment will be passed on to the Indonesian language teacher if the product developed has been assessed and

validated and declared appropriate by media experts and material experts. The assessment uses a closed questionnaire with a Linkert scale. The use of the Linkert scale to measure attitudes, opinions and perceptions of a person or group of people about social phenomena. The researcher applied a Linkert scale with a score of 1 to 5. With explanation, very feasible (SL) was given a score of 5, decent (L) was given a score of 4, quite feasible (L) was given a score of 3, less feasible (KL) was given a score of 2, and not feasible (TL) is given a score of 1.

Data from assessment and validation by Dirga Ayu Lestrasi, M.Pd, basic education expert in the form of an assessment of presentation feasibility aspects and graphic feasibility aspects of products developed by researchers. The assessment was carried out 2 times with revisions. The following describes the data from the assessment and validation by media experts.

Aspects of Feasibility of Presentation

In the aspect of appropriateness of presentation, assessment and validation by media experts was carried out once with revisions. The parts assessed include completeness of learning objectives, consistency of presentation, systematic consistency of presentation, student-centeredness, conformity with the Montessori model, suitability for learning objectives, correct proportion of images and text. The following is data from the assessment and validation results by media experts regarding the presentation aspects of the module being developed.

Table 3 Data from Assessment and Validation of Presentation Feasibility Aspects by Media Experts

No	Assessment Indicators	Stage 1 After Revision	Stage 2 After Revision
1.	Completeness of learning objectives	4	5
2.	Presentation sequence	4	5
3.	Systematic consistency of presentation	4	5
4.	Learning	4	5
5.	Compliance with the model <i>Montessori</i>	5	5
6.	Suitability for purpose learning	4	4
7.	The proportions of images and text are just right	4	5
Amount		29	34
Skor Rata-Rata		4	4,80
Percentage		80%	96%
Category		Worth it	Very Worth It

Based on the data table of assessment and validation results by material experts, it can be concluded that the stage 1 assessment on the content feasibility aspect obtained an average score of 4 with a percentage of 80% in the "Appropriate" category. Furthermore, in stage 2 after revision, the assessment results obtained an average score of 4.8 with a percentage of 96% in the "Very Decent" category.

Graphical Qualifying Aspects

In the aspect of graphic feasibility, assessment was carried out twice with

revisions. The sections that are assessed by media experts include the attractiveness of the cover, the letters used that are suitable and easy for students to understand, the suitability of the color composition, images and illustrations, and the suitability of the size of the teaching materials. The following is data from the assessment and validation of aspects of graphic suitability by media experts.

Table 4 Data from Assessment and Validation of Graphic Feasibility Aspects by Media Experts

No	Assessment Indicators	Stage 1 Before Revision	Stage 2 After Revision
1.	Cover appeal	4	5
2.	The letters used are appropriate and easy for students to understand	4	5
3.	Appropriateness of color composition, images, and illustrations	4	4
4.	Suitability of the size of teaching materials	4	5
Amount		16	19
Skor Rata-Rata		4	4,75
Percentage		80%	95%
Category		Worth it	Very Worth It

After assessment and validation by media experts, data was obtained before and after revision. Before being revised, the average score resulting from assessment and validation by media experts was 4 with a percentage of 80% in the "Decent" category. Furthermore, after revision the average score became 4.75 with a percentage of 100% in the "Very Decent" category. Based on the description of the data from the assessment and validation of the feasibility aspect of presentation and the feasibility aspect of graphics, the following average scores were obtained.

Table 5 Overall Data from Assessment and Validation of Presentation Feasibility Aspects and Graphic Feasibility Aspects

Level	No	Assessment Aspects	Skor Rata-Rata	Category
1	1.	Feasibility of Presentation	4	Worth it
	2.	Qualifications Graphics	4	Worth it
2	1.	Feasibility of Presentation	4,80	Very Worth It
	2.	Qualifications Graphics	4,75	Very Worth It
Average Score for Stage 1 Assessment			4	Worth it
Average Score of Stage 2 Assessment			4,77	Very Worth It

Based on the results of the average score table above, it can be concluded that there is an increase in the assessment score from stage 1 assessment to stage 2 assessment. The average score for stage 1 assessment is 4 in the "Decent" category. Meanwhile, the average score for stage 2 assessment was 4.77 in the "Very Decent" category. Improvements occur based on revisions that researchers have carried out on the modules developed. The aspects that were revised were inappropriate fonts, clarity of the function of an image and illustrations that were not appropriate.

Material Expert Assessment and Validation Results Data

Data from the assessment by material experts includes aspects of content suitability, language suitability aspects, and the application of experiential learning models to the modules being developed. The assessment was carried out by Ade Muchlis, M.Pd as a material expert. The assessment is carried out once without revision. The following is data from the assessment and validation results by material experts.

Content Qualifying Aspects

In the aspect of appropriateness of content, the sections assessed include consistency of material, balance in the explanation of material, suitability of illustrations, examples and pictures.

Table 6 Data on Assessment and Validation Results of Content Feasibility Aspects by Material Experts

No	Assessment Indicators	Assessment Level
1.	Collapse of matter	5
2.	Balance in the explanation of material	4
3.	Suitability of illustrations, examples and pictures.	5
Amount		14
Skor Rata-Rata		4,67
Percentage		93,4%
Category		Very Worth It

Based on the data table of assessment and validation results by material experts, it can be concluded that the stage 1 assessment on the content feasibility aspect obtained an average score of 4.67 with a percentage of 93.4% in the "very feasible" category.

Aspects of Linguistic Feasibility

In the aspect of linguistic suitability, the parts that are assessed in the module include suitability of language to students' cognitive development, accuracy of word use and spelling, communicative language, and suitability of readability levels. The following is a table of data from the assessment and validation of material experts on aspects of linguistic appropriateness.

Table 7 Data on Assessment and Validation Results of Linguistic Feasibility Aspects by Material Experts

No	Assessment Indicators	Assessment Level
1.	Suitability of language with students' cognitive development	5

2.	Correct use of words and spelling	4
3.	Communicative language	5
4.	Appropriate readability level	5
Amount		19
Skor Rata-Rata		4,67
Percentage		93,4%
Category		Very Worth It

Based on the data table from the assessment and validation results by material experts, it can be concluded that the stage 1 assessment on the content feasibility aspect obtained an average score of 4.67 with a percentage of 93.4% in the "very feasible" category.

Aspects of Implementing the Montessori Method in the Reading Without Spelling Module

In the aspect of linguistic suitability, the parts that are assessed in the module include suitability of language to students' cognitive development, accuracy of word use and spelling, communicative language, and suitability of readability levels. The following is a table of data from the assessment and validation of material experts on aspects of linguistic appropriateness.

Table 8 Data from Assessment and Validation Results on the Application of the Montessori Method On Modules by Material Experts

No	Assessment Indicators
1.	Suitability of material to the Montessori method
2.	Suitability of reading steps with the Montessori method
3.	Suitability of application Montessori method with students' cognitive development
Amount	
Skor Rata-Rata	
Percentage	
Category	

Based on the data table of assessment and validation results by material experts, it can be concluded that the stage 1 assessment on the content feasibility aspect obtained an average score of 5 with a percentage of 100% in the "very feasible" category.

Table 9 Data on Overall Results of Assessment and Validation by Material Experts

No	Assessment Aspects	Score Rata-Rata	Category
1	Content Qualifying Aspects	4,67	Very Worth It

2	Aspects of Linguistic Feasibility	4,67	Very Worth It
3	Application of the Montessori Method	5	Very Worth It

Classroom Teacher Assessment and Validation Result Data

Aspects of appropriateness of presentation

The data from the evaluation by the class teacher covers aspects of presentation qualification, graphic qualification aspect, content qualification aspect, language qualification aspect, and the application of the experiential learning model to the developed module. The evaluation was done by Uul S.Pd as a class 1 MIS teacher Nurul Falah Kemuning.

Table 10 Results of Assessment and Validation of Feasibility Aspects of Presentation by Class Teachers

No	Assessment Indicators	Assessment Results
1.	Completeness of learning objectives	5
2.	Presentation sequence	5
3.	Systematic consistency of presentation	5
4.	Learning	5
5.	Compliance with the model <i>Montessori</i>	5
6.	Suitability for purpose learning	5
7.	The proportions of images and text are just right	5
Amount		35
Skor Rata-Rata		50
Percentage		100%
Category		Very Worth It

Based on the results data table above, it is concluded that the class teacher's assessment of the feasibility aspect of presentation in the module obtained an average score of 50 with a percentage of 100% in the "Very Appropriate" category.

Aspects of Graphical Qualification

Table 11 Data from Assessment and Validation of Classroom Teacher Graphic Feasibility Aspects

No	Assessment Indicators	Rating result
1.	Cover appeal	5
2.	The letters used are appropriate and easy for students to understand	5
3.	Appropriateness of color composition, images, and illustrations	5
4.	Suitability of the size of teaching materials	5
Amount		20
Skor Rata-Rata		50
Percentage		100%
Category		Very Worth It

Based on the results data table above, it can be concluded that the class teacher's assessment of the graphic aspects of the module obtained an average score of 50 with a percentage of 100% in the "Very Decent" category.

Content Qualifying Aspects

Table 12 Data from Assessment and Validation Results of Classroom Teacher Content Feasibility Aspects

No	Assessment Indicators	Assessment Level
1.	Collapse of matter	5
2.	Balance in the explanation of material	5
3.	Suitability of illustrations, examples and pictures.	5
Amount		15
Skor Rata-Rata		50
Percentage		100%
Category		Very Worth It

Based on the results data table above, it is concluded that the class teacher's assessment of the feasibility aspect of the content in the module obtained an average score of 50 with a percentage of 100% in the "Very Appropriate" category.

Aspects of Linguistic Feasibility

Table 13

Data from Assessment and Validation of Language Appropriate Aspects by Class Teachers

No	Assessment Indicators	Assesmen Level
1.	Suitability of language with students' cognitive development	5
2.	Correct use of words and spelling	5
3.	Communicative language	5
4.	Appropriate readability level	5
Amount		20
Skor Rata-Rata		50
Percentage		100%
Category		Very Worth It

Based on the results data table above, it can be concluded that the class teacher's assessment of the linguistic aspects of the module obtained an average score of 50 with a percentage of 100% in the "Very Decent" category.

Aspects of Implementing the Montessori Method On Module By Class Teacher

Table 14 Data from Assessment and Validation Results on the Application of the Montessori Method On the Module by the Class Teacher

No	Assessment Indicators	Assessment Level
1.	Suitability of material to the Montessori method	5
2.	Suitability of reading steps with the Montessori method	5

3.	Suitability of application Montessori method with students' cognitive development	5
Amount		15
Skor Rata-Rata		5
Percentage		100%
Category		Very Worth It

Based on the results data table above, it is concluded that the class teacher's assessment of aspects of implementing the Montessori method in the module obtained an average score of 50 with a percentage of 100% in the "Very Decent" category. Below is the overall average score for each aspect assessed by the class teacher

Table 15 Overall Data on Assessment and Validation Results for Each Aspect by Class Teachers

No	Assessment Aspects	Score Rata-Rata	Percentage	Category
1.	Eligibility Aspects Presentation	5	100%	Very Worth It
2.	Eligibility Aspects Graphics	5	100%	Very Worth It
3.	Content Qualifying Aspects	5	100%	Very Worth It
4.	Eligibility Aspects Language	5	100%	Very Worth It
5.	Feasibility Aspects of Implementing the Montessorri method	5	100%	Very Worth It
Rata-Rata Score		5	100%	Very Worth It

Based on the data table from the assessment results by the previous class teacher, overall aspects received a maximum score of 50 with a percentage of 100% in the "Very Decent" category.

Overall Data of Evaluation and Validation Results of Media Members, Material Members, and Class Teachers

The following is a table of the overall average scores for assessment and validation by media experts, material experts and Indonesian language teachers.

Table 16 Overall Table of Data Evaluation Results by Media Members, Subject Matter Members, and Class Teachers

No	Appraiser	Rate Score	Category	Eligibility Level
1.	Members of the Media	4,77	Very Worth it	95,4%
2.	Materials Expert	4,78	Very Worth it	95,6%
3.	Classroom teacher	5	Very Worth It	100%
Rata-Rata Score		4,85	Very	97%

		Worth it	
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Small Scale Trials

The small-scale trial involved 3 students. This small-scale trial was carried out at MIS Nurul Falah Kemuning. The data from the test results for class I MI students is the final data obtained after the assessment was carried out by media experts, material experts and class teachers. The trial of the module developed by the researcher was limited to the responses of class I students who had been selected by the homeroom teacher based on their reading ability level.

Final Revisions and Product Improvements

Final revisions come from student responses to the module. The results obtained are based on students' responses to the module, that the module has been used appropriately for them. The students stated that the module "Learning to Read Without Spelling with the Montessori Method" for students with reading difficulties was easy to understand and learn independently. Apart from that, module improvements also consist of suggestions for improvement and comments from experts, class teachers and also the students themselves. It can be concluded that the module developed by researchers is suitable for use by class I MI/SD students

Discussion of Development Results

Decryption of Assessment Results Data

Based on the results of the assessment and validation, the data is then analyzed by changing quantitative data into qualitative data. The purpose of this is to determine the quality of the products developed by researchers. This data change was carried out using a Linkert Scale with a score range of 1-5 from the "Not Eligible" category to the "Very Eligible" category.

Description of Data from Media Expert Assessment and Validation Results

Aspects assessed by media experts to determine the level of appropriateness of the module, namely aspects of appropriateness of presentation and aspects of appropriateness of graphics. The following is data analysis from the two aspects that were assessed and validated.

Overall, from the two aspects assessed, it can be concluded that the module developed by the researcher was in the category "Appropriate before revision and experienced improvement after revision.

Even though it was classified as "Appropriate" at the start, the module developed was still revised based on input for improvements and comments from media experts.

1. Description of Data from Media Expert Assessment and Validation Results

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Overall, from the two aspects assessed, it can be concluded that the module developed by the researcher was in the category "Appropriate before revision and experienced improvement after revision.

Even though it was classified as "Appropriate" at the start, the module developed was still revised based on input for improvements and comments from media experts.

2. Description of Data from Material Expert Assessment and Validation Results

In this section, material experts assess aspects of content appropriateness, linguistic appropriateness aspects, and aspects of implementing the Montessori model in the modules developed by researchers. The following is data analysis from the three aspects that were assessed and validated.

Overall, from the data from the material experts' assessment of the three aspects, it can be concluded that there is an increase in the results of each aspect assessed after the revision.

3. Description of Teacher Assessment and Validation Data Results

Based on data from assessment and validation results by Indonesian language teachers, there are 5 aspects that are assessed, including appropriateness of presentation, appropriateness of graphics, appropriateness of content, appropriateness of language, and appropriateness of implementing the Montessori method in the module being developed. The assessment of the module is only carried out once with the consideration that previously the assessment had been carried out by media experts and material experts, the role of the class teacher was as respondent and reviewer, the results of the module assessment by the class had shown the "Very Appropriate" category.

Below is a table of average scores for each feasibility aspect based on assessments by media, material experts and class teachers.

4. Module Feasibility Analysis

Feasibility analysis of the learning modules being developed was carried out to determine the feasibility level of the modules based on assessments by media experts, material experts, teachers, and trials on students. Eligibility is determined based on the percentage determining module eligibility. A module is said to be feasible if it includes a percentage of assessment results of 60% -80%. Furthermore, it is declared very suitable for use if the module reaches a feasibility level of 81% -100%. The following is an analysis of the feasibility of the module based on assessment data from media experts, material experts, teachers, and trials on class I MIS Nurul Falah Kemuning students. The following is a table of the average score of the qualification perspective based on evaluation by media experts, material experts, and class teachers

No	Assessment Aspects	Rate Score	Category	Eligibility Level
1.	Feasibility of Presentation	4,80	96%	Very Worth It
2.	Graphics Qualification	4,75	95%	Very Worth It
3.	Content Eligibility	4,67	87%	Very Worth It
4.	Qualifications Language	4,83	96%	Very Worth It
5.	Application Method Montessori	5	100%	Very Worth It

1. Presentation Feasibility Analysis

Presentation feasibility analysis was carried out to determine the feasibility level of the module being developed. Based on the overall final assessment, the average presentation feasibility score was 4.80 with 96% in the "Very Appropriate" category. It can be concluded, in terms of the feasibility aspect of presenting this module, it is stated that it is very suitable for use by I MI/SD students

2. Graphical Qualification Analysis

Graphic feasibility analysis was carried out to determine the feasibility level of the module being developed. Based on the overall final assessment, the average presentation feasibility score was 4.75 with 95% in the "Very Appropriate" category. It can be concluded, in terms of the feasibility aspect of presenting this module, it is stated that it is very suitable for use by I MI/SD students

3. Content Feasibility Analysis

Content feasibility analysis was carried out to determine the feasibility level of the module being developed. Based on the overall final assessment, the average presentation feasibility score was 4.67 with 96% in the "Very Appropriate" category. It can be concluded, in terms of the feasibility aspect of presenting this module, it is stated that it is very suitable for use by I MI/SD students

4. Linguistic Feasibility Analysis

Linguistic feasibility analysis was carried out to determine the appropriateness level of the module being developed. Based on the overall final assessment, the average presentation feasibility score was 4.80 with 96% in the "Very Appropriate" category. It can be concluded, in terms of the feasibility aspect of presenting this module, it is stated that it is very suitable for use by I MI/SD students

5. Analysis of Montessori Implementation

Feasibility analysis of implementing the Montessori method was carried out to determine the feasibility level of the module being developed. Based on the overall final assessment, the average presentation feasibility score was 5 with 100% in the "Very Appropriate" category. It can be concluded, in terms of the feasibility aspect of presenting this module, it is stated that it is very suitable for use by I MI/SD students

CONCLUSION

This research is Research and Development (RnD) research or uses research and development methods. The model chosen in this research uses the Borg and Carl model which has been modified according to needs, so as to obtain appropriate product results. Based on the research results, the discussion explains that: The steps used in this research and development are (1) research and collection of initial information; (2) planning; (3) product format development; (4) small scale trials; (5) final revision and product refinement. Module validation is carried out by media expert validators, material experts and class teachers. The score from the media expert validator got a percentage of 96%, the score from the media expert validator got a percentage of 96%, the class teacher got a percentage of 100%. Thus, all validation results are classified in the "very feasible" category. Based on research on the quality of learning media, learning modules without spelling using the Montessori method have been made feasible and practical for use in teaching and learning reading activities at MIS Nurul Falah Kemuning

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