

Managing Editor Board

- ❖ Dr. Onkargouda Kakade
Karnataka State Women's University, Bijapur.
India
- ❖ Dr. Thomas Bosah Igwebuike
College of Education, Warri, Nigeria.
Nigeria
- ❖ Dr. Abdul Wahab Arain
Hamdard University, Karachi
Pakistan
- ❖ Dr. Samirranjan Adhikari
Shimurali Sachinandan College of Education
India
- ❖ Dr. C. Denhere
Zimbabwe Ezekiel Guti University
Zimbabwe
- ❖ Dr. Montasser Mohamed AbdelWahab Mahmoud
Allmam University, College of Languages & Translation
Egypt
- ❖ Dr. Khandoker Montasir Hassan
Jagannath University, Dhaka
Bangladesh
- ❖ Dr. Norila Binti Md Salleh
Alumni of Usm
Malaysia

Contact Us

Website URL : www.iosrjournals.org
Email : support@iosrmail.org



Qatar Office:

IOSR Journals
Salwa Road
Near to KFC and Aziz
Petrol Station,
DOHA, Qatar

India Office:

EHTP, National Highway
8, Block A, Sector 34,
Gurugram, Haryana
122001

Australia Office:

43, Ring Road,
Richmond Vic 3121
Australia

New York Office:

8th floor, Straight hub,
NS Road, New York,
NY 10003-9595



IOSR Journals

International Organization
of Scientific Research

e-ISSN : 2320-7388

Volume : 11 Issue : 1 Series-2

p-ISSN : 2320-737X

IOSR-JRME

*IOSR Journal of Research
and Method in Education*

Contents:

The Effect of Learning Models and Social Skills on the Learning Outcomes of Vii Grade Students Mts Aisyiyah Bandar Khalifah Academic Year 2019/2020	01-05
Conceptualizing and Defining Pedagogy	06-29
The Development of Illustrated Book Based On the Environment as A Learning Source to Improve the Learning Outcomes of Fourth-Grade Student in Elementary School	30-35
Students' Academic Writing Competence Realized in Writing Research Proposals: Viewed from their Content, Organization and Cohesion, Range, Register, and the Accuracy of Language	36-43
Role of Nature and Fate on Early Childhood Day Care Centres in Urban Cities: Nairobi, Kenya	44-49
Effects of Teaching through Problem-Solving on Students Mathematics Attitude Achievement in Secondary Schools in Murang'a County, Kenya	50-56
Principals' Quality Control Of Time Book, Teachers' Class Attendance, And Teachers' Job Performance In Secondary Schools In Calabar Education Zone Of Cross River State, Nigeria	57-62

HALAMAN PENGESAHAN
PUBLIKASI ILMIAH PADA JURNAL INTERNASIONAL

Judul Artikel : The Development of Illustrated Book Based on the Environment as A Learning Source to Improve the Learning Outcomes of Fourth-Grade Student in Elementary School

I. IDENTITAS PENULIS

- a. Nama Lengkap : Dr. Nurlaksana Eko Rusminto, M.Pd.
b. NIDN/NIP : 0001066404/196401061988031001
c. Jabatan Fungsional : Lektor Kepala
d. Jurusan/Program Studi : Pendidikan Bahasa dan Seni/Pendidikan Bahasa dan Sastra Indonesia
e. Nomor HP : 082178129966
f. Alamat surel (e-mail) : Nurlaksana.eko@fkip.unila.ac.id

II. IDENTITAS JURNAL (Tempat terbit artikel ilmiah)

- a. Nama Lengkap Jurnal : IOSR Journal of Research & Method in Education
b. Nama Singkatan Jurnal : IOSR-JRME
c. Nomor ISSN : 2320-7388
d. Cakupan Bidang Ilmu : Education (General)
e. Alamat Redaksi : 43, Ring Road, Richmond Vic 3121 Australia
f. Penerbit : IOSR Journals
g. Volume/No terbit : 11/1
h. Tgl/Bln/Thn terbit : 9 Januari 2021
i. Lembaga Pengindeks : -
j. Alamat Website Jurnal : <https://www.iosrjournals.org/iosr-jrme/pages/vol11-issue1.Series-2.html>
k. Alamat Repository Unila : <http://repository.lppm.unila.ac.id/id/eprint/31116>

Bandar Lampung, 19 Januari 2023

Mengetahui,
Dekan FKIP Unila

Prof. Dr. Sunyono, M.Si.
NIP. 196512301991111001

Penulis,



Dr. Nurlaksana Eko Rusminto, M.Pd.
NIP 196401061988031001

Menyetujui,
Sekretaris LPPM Universitas Lampung

Rudy, S.H., LL.M., LL.D.
NIP. 198101042003121001

DOCUMENTASI LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT	
UNIVERSITAS LAMPUNG	
TGL	18/02/2023
NO. INVEN	71/s/b/1/fkip/2023
JENIS	jurnal
PARAF	J



IOSR Journals

International Organization
of Scientific Research

*IOSR Journal of Research
and Method in Education*

e-ISSN : 2320-7388

Volume : 11 Issue : 1 Series-2

p-ISSN : 2320-737X

IOSR-JRME

Contents:

The Effect of Learning Models and Social Skills on the Learning Outcomes of Vii Grade Students Mts Aisyiyah Bandar Khalifah Academic Year 2019/2020	01-05
Conceptualizing and Defining Pedagogy	06-29
The Development of Illustrated Book Based On the Environment as A Learning Source to Improve the Learning Outcomes of Fourth-Grade Student in Elementary School	30-35
Students' Academic Writing Competence Realized in Writing Research Proposals: Viewed from their Content, Organization and Cohesion, Range, Register, and the Accuracy of Language	36-43
Role of Nature and Fate on Early Childhood Day Care Centres in Urban Cities: Nairobi, Kenya	44-49
Effects of Teaching through Problem-Solving on Students Mathematics Attitude Achievement in Secondary Schools in Murang'a County, Kenya	50-56
Principals' Quality Control Of Time Book, Teachers' Class Attendance, And Teachers' Job Performance In Secondary Schools In Calabar Education Zone Of Cross River State, Nigeria	57-62



[\(index.html\)](#) > [IOSR Journal \(index.html\)](#) > Archive

IOSR-JRME VOLUME-11 ~ ISSUE-1 ~ JAN. – FEB. 2021

Find Journal

Submit Now ([online-submission.html](#))



12000+

Articles published



23

Journals



260+

Autho



IOSR Journal List

IOSR Journal of Research & Method in Education

Series-2 (Jan. – Feb. 2021)

[Jan. – Feb. 2021 Issue Statistics \(report-11\(1\).html\)](#)

(IOSR-JRME) (../iosr-jrme.html)
<ul style="list-style-type: none"> > Submit Paper (submit-an-article.html) > Editorial Board (editorial-board.html) > Current Issue (current-issue.html) > IOSR-JRME Archive (archive.html) > Check Paper Status (check-paper-status.html)
> IOSR Journal of Dental and Medical Sciences (IOSR-JDMS) (../iosr-jdms.html)
> IOSR Journal of Computer Engineering (IOSR-JCE) (../IOSR-JCE.html)
> IOSR Journal of Electrical and Electronics Engineering (IOSR-JEEE) (../iosr-jeee.html)
> IOSR Journal of Mechanical and Civil Engineering (IOSR-JMCE) (../iosr-jmce.html)

Series-1 (vol11-issue1.Series-1.html)

Series-2 (vol11-issue1.Series-2.html)

Series-3 (vol11-issue1.Series-3.html)

Series-4 (vol11-issue1.Series-4.html)

Series-5 (vol11-issue1.Series-5.html)

Series-6 (vol11-issue1.Series-6.html)


Series-7 (vol11-issue1.Series-7.html)


Citation

Abstract

Reference

Full PDF (../papers/Vol-11 Issue-1/Ser-2/A1101020105.pdf)

 **Index Paper** (../papers/Vol-11 Issue-1/Ser-2/index-page.pdf)



 **Cover Paper** (../papers/Vol-11 Issue-1/Ser-2/cover-page.pdf)

Paper Type : Research Paper

Title : **The Effect of Learning Models and Social Skills on the Learning Outcomes of Vii Grade Students Mts Aisyiyah Bandar Khalifah Academic Year 2019/2020**

Country : Indonesia

Authors : Sri Wandan Sari Ningsih || Sugiharto || Sriadhi

 : 10.9790/7388-1101020105  **(http://www.doi.org/)**

Abstract: The purpose of this study is to determine: (1) Social Science learning outcomes of students who are taught using guided inquiry learning models and Social Science learning outcomes of students taught using expository learning models, (2) Social studies learning outcomes of students who

> IOSR Journal of Electronics and Communication Engineering (IOSR-JECE) (../iosr-jece.html)
> IOSR Journal of Mobile Computing & Application (IOSR-JMCA) (../iosr-jmca.html)
> IOSR Journal of VLSI and Signal Processing (IOSR-JVSP) (../iosr-jvlsi.html)
> IOSR Journal of Humanities and Social Science (IOSR-JHSS) (../iosr-jhss.html)
> IOSR Journal of Mathematics (IOSR-JM) (../iosr-jm.html)
> IOSR Journal of Business and Management (IOSR-JBM) (../iosr-jbm.html)
> IOSR Journal of Economics and Finance (IOSR-JEF) (../iosr-jef.html)
> IOSR Journal of Polymer and Textile Engineering (IOSR-JPTE) (../iosr-jpte.html)
> IOSR Journal of Pharmacy and Biological Sciences

have social skills high and social science learning outcomes of students who have low social skills, (3) The interaction between learning models and social skills on social science learning outcomes of students in class VII MTs Aisyiyah Bandar Khalifah. The population of this study were students of class VII MTs Aisyiyah Bandar Khalifah with a total of 55 students. The sample of this research was assigned class VII-1 = 30 people to participate in learning using the Guided Inquiry model and class VII-2 = 25 people to participate in learning using the expository model. The sampling technique was carried....

Keywords: Guided Inquiry, Social Skills, and Learning Outcomes

[1]. Almuntaheri, S. 2016. The Effectiveness of a Guided Inquiry-based, Teachers' Professional Development Programme on Saudi Students' Understanding of Density, (online), Vol 27 No. 1, (<https://eric.ed.gov/?id=EJ1100181>, diakses 22 April 2018)

[2]. Arends, Richard. 2008. Learning to Teach. Penerjemah : Helly Prajitno dan Sri Mulyani. New York: McGraw Hill Company

[3]. Banerjee. 2010. Teaching Science Using Guided Inquiry as the Central Theme: A Professional Development Model for High School Science Teachers.

[4]. Bilgin, Ibrahim. 2009. The Effects of Problem-Based Learning Instruction on University Students' Performance of Conceptual and Quantitative Problems in Gas Concepts. Eurasia Journal of Mathematics, Science & Technology Education, Vol. 5, No. 2, Hal. 153-164.

[5]. Bremer dan Smith. 2004. Teaching social skill. International Center on Secondary Education and Transition Information Brief, October 2004. Vol.3, Issue5. Hal.1

Citation

(IOSR-JPBS) (../iosr-jpbs.html)
> IOSR Journal of Nursing and Health Science (IOSR-JNHS) (../iosr-jnhs.html)
> IOSR Journal of Agriculture and Veterinary Science (IOSR-JAVS) (../iosr-javs.html)
> IOSR Journal of Sports and Physical Education (IOSR-JSPE) (../iosr-jspe.html)
> IOSR Journal of Biotechnology and Biochemistry (IOSR-JBB) (../iosr-jbb.html)
> IOSR Journal of Applied Geology and Geophysics (IOSR-JAGG) (../iosr-jagg.html)
> IOSR Journal of Environmental Science, Toxicology and Food Technology (IOSR-JESTFT) (../iosr-jestft.html)
> IOSR Journal of Applied Physics (IOSR-JAP) (../iosr-jap.html)
> IOSR Journal of Applied Chemistry (IOSR-JAC) (../iosr-jac.html)

Abstract

Reference

Full PDF (../papers/Vol-11 Issue-1/Ser-2/B1101020629.pdf)

Paper Type : Research Paper
Title : **Conceptualizing and Defining Pedagogy**
Country : Nepal
Authors : Dr. Rajendra Kumar Shah ||
 Sanothimi Campus
 10.9790/7388-1101020629 
 : **(<http://www.doi.org/>)**

Abstract: The Greek word for child (usually a boy) is pais (the stem of this is paid), and leader is agogus-so a paid-agogus or pedagogue was literally a leader of children. And yet this confines us to a very limited understanding of what pedagogy is, or has the potential to become. Although the terminology pedagogy is not a recent invention, it has been a major concern of the educationist in the twentieth century. Later, the word pedagogue became synonymous with the teaching of our young. Taken in this context, we would probably all agree that pedagogy is about children's education. Pedagogy, literally translated, is the art or science of teaching to children. The major aim of the present article is to conceptualize and define pedagogy from different perspectives. For this purpose, I have made in-depth study of the related literature during the course of the study. This paper offers a thematic analysis....

Keywords: Pedagogy, teaching, learning, teacher centred teaching, learner centred teaching,

[1]. Alexander, R. (1992). The problem of good primary practice. In Alexander, R. (Ed.) Policy and Practice in the Primary Curriculum, London, Routledge.

[2]. Alexander, R. (2000). Culture and Pedagogy: International Comparisons in Primary Education. UK: Blackwell.

[3]. Alexander, R. (2004). Still no pedagogy? Principle, pragmatism and compliance in primary education. *Cambridge Journal of Education*, 34(1), 7-33.

[4]. Alexander, R. (2008). *Essays on pedagogy*. Routledge.

[5]. Alexander R. (2008a). *Education for all, the quality imperative and the problem of pedagogy: create pathways to access*. Research Monograph No. 20, Consortium for Educational Access, Transitions and Equity. London: Institute of Education.

Citation

Abstract

Reference



Full PDF (../papers/Vol-11 Issue-1/Ser-2/C1101023035.pdf)

Paper Type : Research Paper

Title : **The Development of Illustrated Book Based On the Environment as A Learning Source to Improve the Learning Outcomes of Fourth-Grade Student in Elementary School**

Country : Indonesia

Authors : Tias Anggariani || Nurlaksana Eko
Rusminto || Een Yayah Haenilah

 : 10.9790/7388-1101023035 
(<http://www.doi.org/>)

Abstract: This research and development aim to develop an illustrated book based on the environment as a source of learning that is feasible for students. The study population was fourth-grade students at Public Elementary School 1 Sukamaju, East Teluk Betung, Bandar Lampung. The research method uses Borg & Gall design. Data collection techniques using questionnaires and observation sheets. Data analysis used the Whitney U-test. The results showed that an illustrated book based on the environment as a learning

resource is feasible and effectively used to improve student learning outcomes. The feasibility of an illustrated book based on the environment as a learning resource is based on the assessment of 3 experts and practitioner tests with very good categories, then the attractiveness test of 10.....

Keywords: Illustrated Book, Environment, learning outcomes

[1]. Depdiknas. 2003 Undang-undang RI No.20 Tahun 2003 Tentang Sistem Pendidikan Nasional

[2]. Djaali. 2012. Psikologi Pendidikan. PT Bumi Aksara. Jakarta.

[3]. Fauziah, Fitriyana. 2009. Perbedaan Tingkat Asertivitas Siswa Kelas Akselerasi dengan Siswa Kelas Reguler. Fakultas Psikologi UIN Maliki Malang. Malang.

[4]. Nasution, 1986. Dedaktik Azas-azas Mengajar. Jemmars. Bandung.

[5]. Prastowo, Andi. 2014. Panduan Kreatif Membuat Bahan Ajar Inovatif. Diva Press. Yogyakarta.

[6]. Wuryandari, dkk. 2015. Isu Lingkungan hidup. CV. Andi Offset. Yogyakarta.

Citation

Abstract

Reference

Full PDF (../papers/Vol-11 Issue-1/Ser-2/D1101023643.pdf)

Paper Type : Research Paper
Students' Academic Writing Competence Realized in Writing Research Proposals: Viewed from their Content, Organization and Cohesion, Range, Register, and the Accuracy of Language

Title :

Country : Indonesia

Authors : Diajeng Putri Maharani || Dwi Rukmini || Abdurrachman Faridi || Puji Astuti



10.9790/7388-1101023643

[\(http://www.doi.org/\)](http://www.doi.org/)

Abstract: This paper attempts to reveal the students' academic writing competence realized in writing their final project proposals. Five proposals were taken randomly as samples and the analysis was focused on the background of the study due to its significant reasons for choosing the topic. Findings show that most of the students fulfil the content of the texts but does not cover sufficient range of points and most of the texts are poorly organized; only one out of five texts is ordered logically but only some cohesive devices such as but, therefore, and however are used to connect one sentence or one paragraph to the others though they sometimes are not properly used. Besides, students also have insufficient knowledge of vocabulary and grammatical structures for they often make use of the wrong vocabulary and structures.....

Keywords: academic writing, competence, proposals, content, cohesion, language accuracy

[1]. Brown, Douglas. H. 2004. Language Assessment: Principles and Classroom Practices. San Francisco: Pearson Education, Inc.

[2]. Derewianka, Beverly. 2011. A New Grammar Companion for Teachers. New South Wales: Ligare Pty Ltd

[3]. Ferris, Dana. 2010. Teaching Students to Self – Edit. In Jack, Richards and Renandya, Willy. Methodology in Language Teaching.: An Antology of Current Practice. Cambridge: Cambridge University Press.

[4]. Hadley, A. O. (2003). Teaching language in context. Boston: Heinle and Heinle Publishers.



[5]. Kern, Richard. 2000. Literacy and Language Teaching. Oxford: Oxford University Press.

Citation

Abstract

Reference

Full PDF (../papers/Vol-11 Issue-1/Ser-2/E1101024449.pdf)

Paper Type : Research Paper
Title : **Role of Nature and Fate on Early Childhood Day Care Centres in Urban Cities: Nairobi, Kenya**
Country : Kenya
Authors : Dr. Rose Mwanza || Prof. Jonathan Muema Mwanja
 10.9790/7388-1101024449 
 : **(<http://www.doi.org/>)**

Abstract: The study focused on nature and fate in relation to early childhood day-care centres in urban cities specifically in Nairobi, Kenya. In this regard, the study sought information on nature and fate in relation to type of environment day-care centres offered to children and situations that were out of children's control such as language diversity. Mixed methods approach was employed in this study. The data collection instruments included questionnaires and an observation checklist. Target population was twenty five (25) childhood day-care centres and twenty five (25) teachers. Systematic random sampling and purposive sampling methods were used to select eight (8) day-care centres and eight (8) teachers respectively.....

Keywords: Nature. Fate. Childhood Day-Care. Teachers. Day-care centres

[1]. Ashiabi, GS. (2017). Play in the preschool classroom: its socio emotional significance and the teacher's role in play. USA: Early Childhood Educational Journal, Vol. 35, No. 2, October 2007

[2]. Atmore E. (2012). Challenges facing early childhood development sector in South Africa. South Africa: National Development Agency Blatchford P., Basset P. & Brown P.

(2016). Examining the effect of class size on classroom engagement and teacher interaction: Differences in relation to pupils' prior attainment and primary versus secondary schools. London: ELSEVIER Preschool Education.

[3]. USA: National Institute for Early Education (NIEER). Bulmer, M (2014). Questionnaires, 1st edition, Sage Benchmarks in Social Science Research Methods, edited by: Bulmer, M., Sage Publications, London, 354 pp., 2004.

[4]. Chen, J. & Chang (2016). Testing the whole teacher approach to professional development: a study of enhancing early childhood teachers' technology proficiency. Chicago: Erikson Institute, Volume 8. Number1.

[5]. Cherry, K. (2014). Social learning theory an overview of Bandura. Available at: www.psychology-lexicon.com/cms/Glossary-s/social-control-theory.htm.

Accessed November 2010

Citation

Abstract

Reference


Full PDF (../papers/Vol-11 Issue-1/Ser-2/F1101025056.pdf)

Paper Type : Research Paper

Title : **Effects of Teaching through Problem-Solving on Students Mathematics Attitude Achievement in Secondary Schools in Murang'a County, Kenya**

Country : Kenya

Authors : John G. Kigamba || Dr. Benson Njoroge Wanjiru || Dr. Miheso-O'Connor Marguerite

doi> : 10.9790/7388-1101025056  **(http://www.doi.org/)**



Abstract: Mathematics low performance at Kenya Certificate of Secondary Education (KCSE) in Murang'a County has been of concern to parents, teachers and other stakeholders. This is because the performance in Mathematics determines student's participation in science oriented programmes in post-secondary level. Many interventions have been put in place but low performance persevered. Mathematics have been targeted by the country (Kenya) to support their development agenda as described in the current vision 2030 which includes social, economic, technological and industrial development. The study examined the effects of teaching through problem – solving on students' achievements in Mathematics in secondary schools of Murang'a County. The study was guided by the following objective.....

Keywords: Problem – solving, achievement; attitude; Mathematics.

[1]. Angier, C., & Povey, H., (2010).Teaching for equity, teaching for mathematical engagement. Philosophy of Mathematics Education journal

[2]. Bruce, C., 2007. Student interaction in the Mathematics classroom: stealing ideas or Building Understanding what works? Research into Practice, Retrieved from <http://www.edu.gov.on.ca/eng/literacy/numeracy/inspire/research/Bruce.pdf>

[3]. Cohen, L., Manion, L., & Morrison, K., (2011).Research Methods in Education (7th Ed) Oxon,

[4]. Great Britain: Routledge.

[5]. Colakoglu, O., & Akdemir, O. (2008) Motivational Measure of the Instruction Compared: Instruction Based on the ARCS Motivation Theory versus Traditional Instruction in Blended Courses. Paper presented at the world Conference on Educational Multimedia, Hypermedia and Telecommunications 2008, Chesapeake, VA

Citation

Abstract

Reference



Full PDF (../papers/Vol-11 Issue-1/Ser-2/G1101025762.pdf)

Paper Type : Research Paper

Title : **Principals' Quality Control Of Time Book, Teachers' Class Attendance, And Teachers' Job Performance In Secondary Schools In Calabar Education Zone Of Cross River State, Nigeria**

Country : Nigeria

Authors : Eduwem Joy Dianabasi (Ph.D) || Omole, Catherine (PhD) || Ezeonwumelu, Victor Ugochukwu (M.Ed)

 : 10.9790/7388-1101025762 
(<http://www.doi.org/>)

Abstract: The main thrust of this study was to examine principals' quality control of time book, control of teachers' class attendance and teachers' job performance in secondary schools in Calabar Education Zone of Cross River State, Nigeria. To achieve the purpose of this study, two hypotheses were formulated. Literature review was carried out accordingly. Survey research design was adopted for the study. A sample size of one hundred and twenty (120) respondents' was randomly selected for the study. The selection was done through the simple random sampling technique. The questionnaire was the main instrument used for data collection. The instrument was subjected to face validity by experts in Measurement Evaluation, Research and Statistics who vetted the items developed.....

[1]. Adeniji, I. A. (2002). Perception of principals and teachers of external supervisors' role in secondary schools in Ogun State. Nigerian Journal of Clinical and Counselling Psychology. 8(1),

43-56.

[2]. Adeyemi, T. O. (2010). Principals' leadership styles and teachers' job performance in senior secondary schools in Ondo State, Nigeria. *Current Research Journal of Economic Theory*, 2(6): 83 – 91.

[3]. Akomolafe, C. O. (2012). A comparative study of principals' administrative effectiveness in public and private schools in Ekiti State, Nigeria. *Journal of Education and Practice*, 3(11): 39 – 46.

[4]. Amanchukwu, R. N. and Ololube, N. P. (2015). Excellent school records keeping behaviour for effective management of educational systems. *Journal of Human Resources Management Research*, 5(1): 12-17.

[5]. Ayeni, A. J. (2020). Principals' instructional time management and students' academic performance in secondary schools in Ondo North Senatorial District of Ondo State, Nigeria. *Journal of Education and Learning*, 14(1): 123 – 133.

Information

- > Important Dates
(<http://www.iosrjournals.org/cfp.html>)
- > Indexing
(<http://www.iosrjournals.org/indexing.html>)
- > Why IOSR?
(<http://www.iosrjournals.org/why-choose.html>)
- > Statistics
(<http://www.iosrjournals.org/stat.html>)
- > Get Your Report (<http://iosrreport.org/>)

for Authors

- > How to Submit Your Paper
(<http://www.iosrjournals.org/how-to-submit.html>)
- > Publication Charges
(<http://www.iosrjournals.org/manuscript-publication.html>)
- > Paper Preparation Guidelines
(<http://www.iosrjournals.org/manuscript-guidelines.html>)
- > Review Process
(<http://www.iosrjournals.org/reviewprocess.html>)
- > Membership
(<http://www.iosrjournals.org/membership.php>)

Get in Touch

(<https://www.facebook.com/IOSRJournalsorg-106832032236129>)

 (<https://twitter.com/iosrresearch>)

 (<https://www.linkedin.com/in/iosr-journals-9a61284b/>)

 (https://www.youtube.com/channel/UCCVJ4at_4U5J5cBFHyD_n2w)



India Office:

Qatar Office:

Australia

New York

The Development of Illustrated Book Based On the Environment as A Learning Source to Improve the Learning Outcomes of Fourth-Grade Student in Elementary School

Tias Anggariani¹, Nurlaksana Eko Rusminto², Een Yayah Haenilah³

¹(Faculty of Teacher Training in Education, University of Lampung, Lampung Province, Indonesia)

²(Faculty of Teacher Training in Education, University of Lampung, Lampung Province, Indonesia)

³(Faculty of Teacher Training in Education, University of Lampung, Lampung Province, Indonesia)

Abstract: *This research and development aim to develop an illustrated book based on the environment as a source of learning that is feasible for students. The study population was fourth-grade students at Public Elementary School 1 Sukamaju, East Teluk Betung, Bandar Lampung. The research method uses Borg & Gall design. Data collection techniques using questionnaires and observation sheets. Data analysis used the Whitney U-test. The results showed that an illustrated book based on the environment as a learning resource is feasible and effectively used to improve student learning outcomes. The feasibility of an illustrated book based on the environment as a learning resource is based on the assessment of 3 experts and practitioner tests with very good categories, then the attractiveness test of 10 students gets a very high category. The illustrated book based on the environment as a learning resource is also effectively used in improving student learning outcomes on the pretest and posttest scores with the results of the calculation of the Whitney U-test with u count score \leq u table, that is $5.5 \leq 20$ so H_0 is rejected or H_1 is accepted. Based on the research results, it shows that the illustrated book based on the environment product as a feasible and effective learning resource is used to improve learning outcomes of fourth-grade students in Elementary School.*

Keywords: *Illustrated Book, Environment, learning outcomes*

Date of Submission: 28-12-2020

Date of acceptance: 09-01-2021

I. Introduction

Education is one measure of the progress of a nation. Education also has a very important role in ensuring the survival of a country, because education is a means to improve and develop the quality of human resources. Educators in education nowadays have a very important role in learning, including in the learning of curriculum 2013, educators must be able to create an attractive atmosphere in learning activities. According to Law No. 20 of 2003 on the National Education System, learning is the process of interaction between students, educators, and learning resources in a learning environment. A good learning process will help influence students in achieving educational goals, that is to lead students to changes in behavior both intellectually, morally, and socially. The expected learning process is that students are actively and creatively involved in expressing opinions and ideas as a result of integrated thematic learning that is contextually applied to the learning process, resulting in the synergy between educators and students which is seen in the activities of students in concrete and holistic thinking so that learning outcomes are achieved implicitly or explicitly in thematic learning. Based on the results of observations, interviews, questionnaires, and documentation with fourth-grade educators in Public Elementary School in East Teluk Betung, information was obtained that the learning process in the classroom is only in the form of explanations of concepts and theories derived from textbooks as the only source of the material.

In addition, the learning process seems monotonous, it has not shown the activeness of the learning process. This indirectly has an impact on the achievement of learning objectives, so that the Basic Competencies obtained by students have not reached the Minimum Completeness Criteria. Learning is more about applying teacher-centered approaches, which means that educators become an information center for students. Learning has not constructed the knowledge of students and supports actualizing academic potential to show evidence that students give rise to higher thinking. Educators have not carried out learning activities that are prepared using various teaching materials and learning resources in accordance with the characteristics of the material for students. Teaching materials have an important role in the learning process in the classroom. Teaching materials are used as a reference for students in learning so that they can become knowledge and for educators, teaching materials act as a reference in increasing the effectiveness of learning in the classroom.

According to Prastowo (2013: 298), Teaching materials are defined as all materials that are information, tools, or texts that are designed systematically so that they display a complete set of competencies that will be mastered by students and can be used in the learning process in the classroom. According to Jean Piaget in Djaali (2012: 70) that elementary school students at the age of 7-11 years are included in the concrete operational stage, where students are only able to solve real problems. One of the types of teaching materials is an illustrated book because an illustrated book is an alternative teaching material that is suitable for elementary school students because it can motivate students to learn. The illustrated book will help students in the process of understanding and enriching the experience of the story. According to Michell in (Fauziyah, 2009: 252), an illustrated book is a book in which there are pictures and words, in which the pictures and words do not stand alone, but depend on each other to become a unified story.

Nasution (1977: 125) states that the environment as a source of learning can be done in two ways, that are by bringing resources from the community into the classroom and by bringing students to the environment. Of course, each of these methods can be done with certain approaches, methods, techniques, and materials that are in accordance with the objectives of the teaching. An illustrated book can contain messages via text or facts. An illustrated book is associated with the environment in which students live because by using a concrete or real picture of the environment around where they live, students are able to analyze problems well just as students can see, feel, and try directly in the learning process. The environment provides many and varied learning resources, depending on the abilities of educators and students to choose and use them. The environment is very important for human survival and all the activities carried out in it.

According to Wuryandari (2015: 244) the environment is everything that is around humans, which affects the development of human life, either directly or indirectly. Thus making an illustrated book based on the environment as a learning resource, it is hoped that students will later be able to understand learning material through learning experiences in their surrounding environment. Therefore, an illustrated book using concrete or real picture in the surrounding environment in the contents of the text can encourage student learning outcomes, because there is attractiveness when reading and not monotonous. Therefore, the development of an illustrated book based on the environment as a learning resource is expected to be in accordance with the environment around students in order to improve student learning outcomes as well as a means of increasing learning knowledge in elementary schools. This learning is realized so that learning resources that have been less applied so far are expected to be more efficient and effective in their absorption for students. The existence of an illustrated book based on the environment will form a scheme so that students get the integrity of knowledge from the learning experience.

II. Methods

This research is a Research and Development research, which is based on the Borg and Gall model. According to Borg and Gall, R&D is a development model in which research is used to design new products and procedures that are field-tested, evaluated, and refined to meet certain criteria. Conceptually, the research and development approach includes 10 general steps, as described by Borg & Gall, in Figs. The subject of this research is divided into two, which are the subject of product testing and the subject of using trials. The subject of expert validation product trials. The subjects of the usage test were fourth-grade educators at Public Elementary School 1 Sukamaju in East Teluk Betung. This research was conducted in 1 experimental class and 1 control class. The object of research in this development research is an illustrated book based on the environment as a learning resource to improve student learning outcomes. Data analysis used validity, reliability, difference power test, level of difficulty, and effectiveness using the Whitney U-test.

III. Results and Discussion

Based on the results of the development of an illustrated book based on the environment as a learning resource to improve the learning outcomes of fourth-grade students at Public Elementary School in Sukamaju, East Teluk Betung, Bandar Lampung, it is carried out by applying pictorial Verita books starting from observation, testing and improving an illustrated book and implementation of an illustrated book based on the environment on a small scale. The results of the research from this stage of development research are as follows:

1. Research and Information Gathering

Research and data collection which includes: collecting reference sources/literature review, classroom observations/observations, and identification of problems encountered in learning and summarizing the problems. Initial information is also needed to support the development of the questionnaire that will be developed. At this stage, the researchers conducted observations, collected learning outcome documents, and distributed questionnaires of needs to elementary schools in East Teluk Betung targeting fourth-grade teachers. After that, the researcher conducted a literature review to find references that support the existing information.

2. Planning

Conduct planning which includes identification and definition of initial conditions, setting goals, and determining the sequence of product preparation. These activities include the following.

- a. Set goals and results to be achieved in goals.
- b. Determine Basic Competencies related to the environment.
- c. Mapping of Basic Competencies from Core Competencies based on themes in accordance with learning, that is the theme of My Living Area, sub-theme of Fourth-grade of My Living Environment.
- d. Making assessment instrument indicators based on the basic competencies to be achieved.

3. Develop preliminary from of

Develop a product from research in the form of an illustrated book. The result of this product design is a textbook prototype. Included in this step is the preparation of supporting components, preparing guidelines and manuals, and evaluating the appropriateness of supporting tools. Furthermore, the researchers conducted product validation with experts and practitioners to see the theoretical feasibility of an illustrated book based on the environment.

4. Preliminary Field Testing

Initial product trials are based on the results of storybook validation by experts in the material, language, and media/design aspects as well as practitioner tests from the teacher to see the theoretical feasibility of the product. The results of the validation for each aspect are as follows.

Table 1. Results of Validation by Experts

No	Validator	Score
1	Material Expert	97,6
2	Linguists	86,5
3	Media Expert	91,7
Average		90,35

Source: Research Results

Based on Table 1. It shows that the results of the recapitulation of material experts, linguists, and media experts get an average score of 90.35 in the very good category. Furthermore, the recapitulation results of practitioners' trials can be seen in table 2.

Table 2 Practitioner Test Scores

No	Subject	Assessment Aspects	Score	Total score	Maximum Score	Score
1.	Nuraini Z S.Pd	Theory	72	171	206	83,0
		Design	46			
		Language	53			
2.	Resmita S.Pd	Theory	76	177	206	85,9
		Design	45			
		Language	56			
3.	Roziyah S.Pd	Theory	72	168	206	81,5
		Design	42			
		Language	54			
4.	Nursiah S.Pd	Theory	74	173	206	84,0
		Design	44			
		Language	55			
5.	Neni Martini,S.Pd	Theory	76	174	206	84,5
		Design	46			
		Language	52			
6.	Lis Diana S.Pd	Theory	74	172	206	83,5
		Design	46			
		Language	52			
Total				1035	1236	502,4
Average Score			83,7			
Category			Very Good			

Source: Questionnaire results obtained

Based on table 2. It shows that the results of the practitioner trial, obtained a total score of 1035 from a maximum score of 1236, with an average score of 83.7 in the very good category. Expert practitioner validation on the product was carried out by 6 fourth-grade educators in the Public Elementary School in East Teluk Betung. Based on the expert practitioner's validation, it can be concluded that the product being developed has a very decent quality.

In this study, the practitioner validation test was carried out once. Some suggestions are also given by educators as revisions for product improvement. The results of product revisions by fourth-grade educators (practitioners) at Public Elementary School 1 and Public Elementary School 2 in Sukamaju, East Teluk Betung are as follows.

- 1) Adjust the image with the text in the story
- 2) Choosing a story related to the origin of the events in Lampung.
- 3) Make a product cover with an image with the theme of Lampung.
- 4) Explain instructional step instructions to educators.
- 5) Consider activities in the story-book with time allocations.
- 6) The image is more colorful.
- 7) Improve writing in the product.

The results of the suggestions from several practitioners then became a reference in revising the picture book product. After being revised the product can then be implemented because it meets the proper criteria.

5. Main Product Revision

After the initial product design is carried out to find out whether there are still discrepancies or errors in the product design to be repaired and as improvements to the product to be developed. At this stage, the researcher then improves or revises the illustrated book based on the environment product that has been validated based on suggestions for improvement from design validation and practitioners.

6. Main Field Testing

After the assessment design is validated and corrected, the researcher gives the questions that have been made according to the learning material grid, and then the validity and reliability of the questions are measured. After that, the researchers tried out small or limited groups with 10 students, those are 3 high-ability students, 4 medium-capable students, and 3 low-ability students using an illustrated book based on the environment in fourth-grade at Public Elementary School 1 Sukamaju in East Teluk Betung for 2019/2020 academic year. Testing is done by submitting an illustrated book based on the environment products and cognitive questions before and after the 1-6 learning process and doing the attractiveness test of 10 students after carrying out the effectiveness test. The product effectiveness test was carried out to see if there was a significant difference in student learning outcomes seen from the lattice of students' questions using 20 items that had been tested for validity and reliability. Then to see the results of the effectiveness of learning outcomes in the form of questions distributed to students using the Mann Whitney U-Test data analysis, which is to analyze the effectiveness of the learning outcomes of students with treated and untreated classes. The following table shows the results of the Mann-Whitney U-Test after being calculated and presented as follows.

Table 3. The results of the Mann Whitney U-Test after being calculated

Aspect	U- count	U-Table
Average	5,5	20

Based on the table, it is analyzed that $u\text{-count} = 3.42$ while with a significance level of 5% and from $n_1 = 10$, $n_2 = 9$, $U\text{ table} = n_1 \cdot n_2 + 10$; 9 is 20 . Because the value of $u\text{-count} \leq u\text{ table}$ ($5,5 \leq 20$) then H_0 is rejected and H_a is accepted. So the conclusion is there is a difference in the increase in student learning outcomes in the control class that does not use an illustrated book based on the environment and the experimental class that uses an illustrated book based on the environment development. The full results of the Mann Whitney U-Test calculation can be seen in the attachment.

Then carried out an attractiveness trial aimed at knowing the response of students to the feasibility of the product being developed. The test was carried out on 10 students who were initially the target of the questionnaire. This is intended to assess the attractiveness, convenience, and usefulness of an illustrated book from the point of view of students as users of an illustrated book in the learning class. The questionnaire shows the illustrated book as a learning resource grouped in the very high category of a story-book feasibility assessment which can be seen in table 4.

Table 4. Results of Student Response Analysis

No	Learners	Criteria	Score	Rating Category
1	Andini	Attractiveness	85,7	Very High
		Easiness		
		Usefulness		
2	Bayu	Attractiveness	78,5	Very High
		Easiness		

No	Learners	Criteria	Score	Rating Category
		Usefulness		
3	Bintang	Attractiveness	92,8	Very High
		Easiness		
		Usefulness		
4	Fahri	Attractiveness	89,2	Very High
		Easiness		
		Usefulness		
5	Fanny	Attractiveness	85,7	Very High
		Easiness		
		Usefulness		
6	Habsi	Attractiveness	85,7	Very High
		Easiness		
		Usefulness		
7	Karmila	Attractiveness	89,2	Very High
		Easiness		
		Usefulness		
8	Melia	Attractiveness	89,2	Very High
		Easiness		
		Usefulness		
9	Merry	Attractiveness	92,8	Very High
		Easiness		
		Usefulness		
10	Susilowati	Attractiveness	89,2	Very High
		Easiness		
		Usefulness		
Average Score			87,8	Very High

Based on Table 4. It shows that the results of the attractiveness, convenience, and usefulness test for 10 students adjusted to the aspects assessed obtained an average score of 87.8 with a very high category.

7. Operational Product Revisions

Based on the results of the observations, After that, the development of the illustrated book based on the environment product was then made. The purpose of this product revision is to improve the illustrated book based on the environment product that has been developed and adapted to real conditions in the field based on limited product trials.

The development of an illustrated book based on the environment as a theoretically feasible learning resource is based on the theories and manufacturing steps used, then the 3 expert validation test is carried out, the 6 practitioners or educator test along with suggestions by the educator and the 10 students' attractiveness test. The development of this illustrated book based on the environment was made for students to get a better understand of the illustrated book, the researchers used the area around the school at Public Elementary School 1 in East Teluk Betung. According to Slameto (2003: 57), A good environment needs to be created so that it can have a positive influence on the child or students so that they can learn as well as possible. Students can choose various objects in the environment to be used as a learning resource. There are various forms and types of this environment, for example, rice fields, forests, factories, agricultural land, mountains, lakes, historical relics, museums, and so on. Learning resources in the environment can be also in the form of simple objects that can be brought into the classroom, for example, rocks, plants, animals, household utensils, handicrafts, and many other examples. Therefore, the environment taken is the environment around the school at Public Elementary School 1 in East Teluk Betuk.

Then the development of an illustrated book product produced is adjusted to the steps for making curriculum 2013 teaching materials so that it is said to be theoretically feasible. Therefore, the development of an illustrated bookbased on the environment as a learning resource consists of pages, titles, preface, table of contents, mapping of Core Competencies, Basic Competencies, indicators and learning objectives, instructions for using storybooks, presentation of material and guides for learning activities, and References. In an illustrated book based on the environment products using the Problem Based Learning model so that students can solve

problems from the material studied in the learning process. The development of this illustrated book based on the environment is expected to improve student learning outcomes in carrying out a learning process that is adapted to the learning steps with the Problem Based Learning model, there are some steps of Problem Based Learning, that are the orientation of students to problems, organizing students, guiding individual investigations. and groups, develop and present the work, analyze and evaluate the problem-solving process. The next step is that the product development of an illustrated book based on the environment is said to be empirically feasible, so the initial product is tested first, that is: the researcher conducts the validation test with three validators, they are material experts, design experts, and linguists. Then carried out the usability test by 6 educators and the legibility test of 10 students with neat attractiveness, easiness, and usefulness as research subjects with the aim of validating whether the product developed is in accordance with the development requirements so that it is suitable to use.

An illustrated book based on the environment as Learning Resources which are developed to be effective in Improving the Learning Outcomes of fourth-grade students in Elementary School. The effectiveness of a teaching material can be seen from the increase or not the learning outcomes of students after using the teaching materials provided. Knowing whether or not the use of an illustrated book based on the environment is effective by looking at the questions given to students before and after learning in the experimental class that uses an illustrated book based on the environment to improve learning outcomes and control classes that are not given an illustrated book based on the environment. Learning by using an illustrated book based on the environment products can be said to be effective if the learning outcomes of students in the experimental class using an illustrated book based on the environment products are higher than those in the control class who do not use this illustrated book based on the environment. So that there are differences in the learning outcomes of students in the experimental class and the control class. In accordance with the cognitive questions given by students, there are significant differences at the end of the lesson. In this study, 20 multiple choice objective tests were used in the form of pretest and posttest. The giving of this question was carried out in the experimental class and the control class in the fourth-grade of Public Elementary School in Teluk Betuk, Bandar Lampung.

IV. Conclusion

Based on the results of the research and development that has been carried out, the researcher concludes that: (1) An illustrated book based on the environment as Learning Resources developed are theoretically feasible to measure the communication skills of fourth-grade elementary school students. It is theoretically feasible to prove this from the steps or procedures for the illustrated book that are in accordance with the curriculum 2013 that will be used, then expert validation is tested from the assessment of 3 experts, they are material experts, media experts, and linguists, who state that illustrated book based on the environment as a Learning Resource developed in the category of "very feasible". Then the educator's usability test was carried out stating that the illustrated book based on the environment as a Learning Resource developed in the very feasible category and it is empirically feasible to test the validity of the reliability, differentiation power, and level of difficulty. Based on the results of the analysis, the illustrated book based on the environment as a Learning Resource was used for the limited trial phase in the fourth-grade of elementary schools. (3) An illustrated book based on the environment Products as Learning Resources which are developed to be effective in measuring student learning outcomes. This is proved by the results of students' communication skills in the control class and experimental class scores with $u\text{-count} = 3.42$ while with a significance level of 5% and from $n_1 = 10, n_2 = 9, U \text{ table} = n_1; n_2 = 10; 9 \text{ is } 20$. Because the value of $u\text{-count} \leq u \text{ table} (5,5 \leq 20)$ then H_0 is rejected and H_a is accepted. So the conclusion is there is a difference in the increase in student learning outcomes in the control class that does not use an illustrated book development and the experimental class that uses an illustrated book development. The results of the calculation of the Mann Whitney U-Test.

References

- [1]. Depdiknas. 2003 Undang-undang RI No.20 Tahun 2003 Tentang Sistem Pendidikan Nasional
- [2]. Djaali. 2012. *Psikologi Pendidikan*. PT Bumi Aksara. Jakarta.
- [3]. Fauziah, Fitriyana. 2009. *Perbedaan Tingkat Asertivitas Siswa Kelas Akselerasi dengan Siswa Kelas Reguler*. Fakultas Psikologi UIN Maliki Malang. Malang.
- [4]. Nasution, 1986. *Dedaktik Azas-azas Mengajar*. Jemmars. Bandung.
- [5]. Prastowo, Andi. 2014. *Panduan Kreatif Membuat Bahan Ajar Inovatif*. Diva Press. Yogyakarta.
- [6]. Wuryandari, dkk. 2015. *Isu Lingkungan hidup*. CV. Andi Offset. Yogyakarta.

Tias Anggariani, et. al. "The Development of Illustrated Book Based On the Environment as A Learning Source to Improve the Learning Outcomes of Fourth-Grade Student in Elementary School." *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 11(1), (2021): pp. 30-35.