Development of Alphabet Word Card Media on Thematic Learning for Elementary School Students

ARTIKEL

*Diajukan guna Memenuhi Syarat Mencapai Gelar
Sarjana Pendidikan (S.Pd.) pada Program Studi
Pendidikan Guru Sekolah Dasar*

Oleh

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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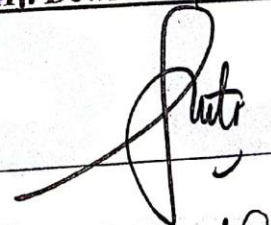Dra. Hj. Syamsuyurnita, M.Pd.   Dr. Hj. Dewi Kesuma Nst, S.S., M.Hum.
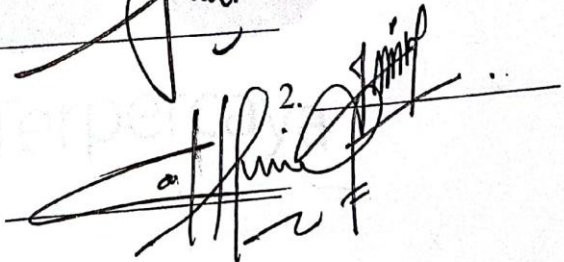
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LETTER OF ACCEPTANCE
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Meulaboh, April 19, 2024

Dear Author/s

On the behalf of Edunesia: Jurnal Ilmiah Pendidikan, we are pleased to inform you that your paper with registration number "ID – 902", entitled:

Development of Alphabet Word Card Media on Thematic Learning in Elementary School

Written By

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Has been **ACCEPTED** and will proceed to be published in Edunesia : jurnal ilmiah pendidikan volume 5 issue 2, June 2024.

We congratulate on your achievement. The technical issues about the publication will be informed later. Thank you very much for participating.

Kindest Regards
Editor in Chief

Zainal Abidin Suarja, M.Si

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Development of Alphabet Word Card Media on Thematic Learning for Elementary School Students

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Abstract: This research aims to develop learning media for alphabet word cards in thematic learning theme 3, "Objects Around Me," for grade 2 students at SD Muhammadiyah 01 Medan. This research uses research and development with the EDDIE model, which is limited only to measuring the extent of its validity by using two expert validators to validate learning instruments in the form of content and learning media through three stages, namely analysis, design, and development. The data collection technique uses a validation sheet. The data analysis technique uses the product-moment correlation test. Based on the results of the alphabet word media validation test, it can be concluded that the validation of the alphabet word card media by media experts obtained a score of 77.999% in the appropriate category. The researcher's validation of the alphabet word card media obtained an average score of 90.476% in the feasible category. Validation of the learning implementation plan obtained an average score of 89.35% in the very effective category. Alphabet word card media is said to be effective. The media is declared valid or very suitable for teaching material in Learning. This can be the basis for teacher information in using alphabet word media in thematic Learning with the theme "objects around me" in selecting learning media in the future.

Abstrak: Penelitian ini bertujuan untuk mengembangkan media pembelajaran kartu kata alfabet pada pembelajaran tematik tema 3 "Benda-benda di Sekitarku" untuk siswa kelas 2 SD Muhammadiyah 01 Medan. Penelitian ini menggunakan research & Development dengan model EDDIE yang dibatasi hanya sampai tahap mengukur sejauh mana validitasnya dengan menggunakan dua validator ahli untuk memvalidasi instrumen pembelajaran berupa isi dan media pembelajaran. melalui tiga tahapan yaitu analisis, design, dan development. Teknik pengumpulan data menggunakan lembar validasi. Teknik analisis data menggunakan uji korelasi product moment. Berdasarkan hasil uji validasi media alphabet word, maka dapat disimpulkan bahwa alidasi media kartu kata alfabet oleh ahli media memperoleh skor sebesar 77,999% dengan kategori layak. Validasi peneliti terhadap media kartu kata alfabet memperoleh skor rata-rata sebesar 90,476% dengan kategori sangat layak. Validasi rencana pelaksanaan pembelajaran memperoleh skor rata-rata sebesar 89,35% dengan kategori sangat efektif. media kartu kata alfabet dikatakan efektif digunakan. Media dinyatakan valid atau sangat layak digunakan sebagai bahan ajar dalam pembelajaran. hal ini bisa menjadi dasar informasi guru dalam menggunakan media alphabet word pada pembelajaran tematik dengan tema "benda-benda di sekitarku" dalam pemilihan media pembelajaran untuk kedepannya.

A. Introduction

Education is essential in creating the future and preparing for the global world (Pavlova, 2015). In this case, education has a role in creating an individual character and providing preparation to compete in the global world (Altbach et al., 2019; Rahman & Nasryah, 2021). Education is a planned, conscious effort that aims to create a good learning situation during the learning process for students so that they can increase their potential and have the emotional, intellectual, and spiritual intelligence needed by themselves, their nation, and their state (Beni, 2019; Wiersema et al., 2015).

Primary school is the earliest level of formal education to develop experience, skills, and attitudes in characterizing students in adapting to the times (Behnamnia, 2020). Curriculum reforms are implemented to achieve these goals by formulating thematic Learning as the basis of learning (Jannah, 2016). Thematic Learning is an approach used as the basis of learning for elementary school children (Monika, 2022). Thematic Learning is the application of learning with a specific theme that integrates material from several subjects related to daily life to obtain meaningful learning experiences (Nasution, 2019). This Learning emphasizes a particular theme by integrating various related information from the learning material (Hidayah, 2017). Several factors in Learning have an essential role in supporting and helping obtain good learning outcomes, one of which is using learning media (Ekayani, 2017; Aristia et al., 2020).

Learning media is anything used to help deliver material during teaching and learning activities to increase student interest. This learning media has a significant role as a bridge between educators and students to create optimal learning conditions during Learning (Fajriah & Churiyah, 2016; Gehlen-Baum & Weinberger, 2014). The increasing novelty of Learning is one of the challenges for teachers to choose and create the correct learning methods, media, and models for students so that they can have creativity, be able to adapt to the times, and have a firm and strong character (Meutia et al., 2020; Tan, 2021). Common problems faced in classroom management in primary schools are quality, access, and development opportunities. Learning media in the form of aids, props, and prototype models are present as a solution to overcome problems that can provide more concrete experiences to students so that they remain motivated in Learning and increase the effectiveness of the teaching and learning process. This learning media provides real experience and a comprehensive stimulus, giving students the same perception (Nurjanah et al., 2021; Rahman & Amalia, 2019).

The choice of learning media must also be designed creatively and innovatively to suit the material presented (Rahman et al., 2023). Therefore, educators must be able to combine learning materials with learning media during the teaching and learning process in order to produce sound learning output. In contrast to the phenomenon in the field, the learning media used in schools, in general, still needs to be more optimal due to the need for precise selection of learning media that can cover and facilitate the delivery of the selected learning material. In schools, teaching and Learning activities use the lecture method and only take learning media from the internet that has yet to be processed and

sorted to help deliver the material. The lack of time for educators to design learning media results in less creative and varied material, which decreases students' interest in Learning.

From observations made at SD Muhammadiyah 01 Medan, Learning tends to be less interactive and maximal. One is due to the need for a more precise selection of direct learning media that helps students understand the learning material. This can be overcome by choosing a suitable learning media, namely using alphabet word cards, which use cards, letters, and pictures according to the alphabet in the learning process.

B. Method

The research was conducted in class 2 of SD Muhammadiyah 01 Medan using the Research and Development method with the ADDIE Model. This method is used to create, design, and test the effectiveness of products to overcome problems in the field of education and effectively improve the quality of Learning. It can be concluded that this Research and Development method is a method for producing products that can solve problems and perfect a product that addresses existing problems to become a solution. Before this happened, the researcher carried out pre-research to collect several data (Sugiyono, 2017).

Figure 1. ADDIE Model

The data was collected by interviews and observations at SD 01 Muhammadiyah Medan. Interviews are conducted to analyze needs and identify problems and solutions appropriate to the product being developed. Observations were conducted to understand the research background and directly determine the class's situation. The media development was in the initial stage; the researcher designed an alphabet word card media design containing 3 grade 2 elementary school theme material on "object around me." After that, determine the images that are included in the learning material. Researchers also chose backgrounds, card types, images, colors, and fonts to increase students' interest during the learning process. The next step is to develop a model to see the feasibility of the media that has been designed.

The instrument was used to obtain several data that will be used for the validator's assessment of the alphabet word card media, which contains theme three material for grade 2 elementary school on the material "objects around me." So, the researcher used a questionnaire. Data was obtained from criticism and suggestions from material expert lecturers, media experts, and class II teachers who validated the alphabet word card media product. The validation process is carried out using numbers concerning Likert scale scores. After the scores on the questionnaire have been filled in by material experts, media experts, and elementary school teachers, calculations will be carried out to obtain a suitable score for the media being developed. The following is an expert questionnaire grid for instrument validation (Suartama, 2016).

C. Result and Discussion

Result

The development of alphabet card learning media products follows the steps of the ADDIE Model, starting from the analysis, design, development, implementation, and evaluation stages. Each stage will be explained below:

1. Analysis

This stage is an observation in analyzing the needs of SD 01 Muhammadiyah students. The needs analysis required is an analysis of the learning needs, the background conditions of the students, the curriculum used, and the material to be taught. The following description:

a. Learning needs

Observation activities were carried out on theme three, thematic Learning offline. Learning in the classroom seems boring, so there is a need for play activities while learning; even to accelerate and improve learning outcomes, there is a need for exciting and effective media to support thematic Learning. However, it must be supported by the teacher's ability to create a pleasant learning environment. Hence, educators require educational tools that facilitate thematic Learning for teachers and students. Word card media enables students to grasp the given themes more effectively, aiding in memorizing concepts.

b. Background Conditions of the Students

The student's background was obtained from interviews with teachers and the head of SD Muhammadiyah 01 Medan. Information obtained that all students of SD Muhammadiyah 01 Medan who will be the subject of the study have a low enthusiasm for Learning because some of the students help parents in their daily lives and work at night, so learning in the morning has no enthusiasm anymore. The student's knowledge level at SD Muhammadiyah 01 Medan ranges from middle to lower class, leading to varying scores among students. Consequently, researchers will assess the efficacy of alphabet card media in improving learning outcomes based on these challenges.

c. **Curriculum Used**

The curriculum implemented at SD Muhammadiyah 01 Medan follows the 2013 curriculum, and the learning resources primarily rely on teachers and school-prepared books. Consequently, students mainly receive materials and engage in question-solving facilitated by the teacher without fully utilizing media in the learning process. Therefore, researchers hypothesize that incorporating media that encourages students to engage in collaborative learning activities with peers or teachers will enhance student involvement and activity levels.

d. **Learning Materials**

Following discussions with the class teacher, it was determined that the researchers would evaluate the validity of the material based on theme 3, "objects around me." This theme was chosen due to students' perceived difficulty in understanding object names, making it appropriate for utilizing alphabet word cards. Given the lack of media and learning resources, coupled with minimal enthusiasm for the material, children require assistance comprehending the content, thus highlighting the need to improve student learning outcomes.

2. Design

Alphabet word card media was created as an initial product that will be used as learning media for theme 3 in Learning. The initial design is shown below.

Figure 2. Design Alphabet Word Card Media

2. Development

a. Validation

In this phase, the researcher validated the alphabet word card media to solicit suggestions and feedback from media experts to enhance its efficacy. During this stage, the instrument was validated by both material and media experts.

1) Media Expert Validation

Two specialists in media, an elementary education academic and a primary school educator, conducted a validation process. This process scrutinized various elements, including format, language, content, and using letters and imagery. The validation tool employed by the media experts was composed of 10 distinct indicators. A Likert scale was utilized for the questionnaire, offering five possible responses: very good, good, fair, poor, and feeble. The validation assessment yielded numerous remarks and suggestions, which will be incorporated into the first revision. These included feedback on using imagery, color schemes, and the design of alphabet word cards within the educational framework. Additionally, the expert recommended the formation of small study groups for each student at every session, enabling collaborative Learning among peers to facilitate a deeper understanding of the third theme. The conclusion drawn from this exercise is that the alphabet word card medium, with the proposed amendments, is deemed appropriate for educational use.

Table 1. Validation Recapitulation by Media Expert

No	Aspect Assessment	Value		Average
		Member 1	Member 2	
1.	Format	72%	82%	77%
2.	Content	75,333%	68,666%	71,999%
3.	Language	72%	98%	85%
	Final Grades	73,111%	82,888%	77,999%
	Categories	Eligible	Eligible	Eligible

2) Material Expert Validation

The educational content was evaluated by two specialists, one a lecturer from Medan State University and the other an elementary school educator. The validation process examined various criteria, such as the relevance of the content, the clarity of its presentation, the contextual relevance, and the user-friendliness. The assessment tool employed by the subject matter expert featured ten distinct indicators. A Likert scale was utilized for this evaluation, mirroring the approach taken by the media expert's validation tool. Feedback from the validation highlighted areas for improvement, particularly the need for more comprehensive explanations within the materials. This feedback led to the conclusion that, with specific revisions, the educational content is deemed appropriate for its intended use.

Table 2. Validation Recapitulation by Material Experts

No	Aspect Rating	Member 1	Member 2	Average
1.	Appropriateness of content	87,51%	86,33%	86,92%
2.	Appropriateness of presentation	92%	88%	90%
3.	Contextual assessment	100%	100%	100%
4.	Ease Of Use	86%	84%	85%
	Final Grades	91,37%	89,58%	90,48%
	Category	- Very Valid	Very Valid	Very Valid

The investigator determined the composite average score from three distinct evaluations: the assessment of the alphabet word card media by media specialists, the scrutiny by material experts, and the appraisal of the RPP. The consolidated outcomes of these validation scores are presented below. This methodical approach ensures a comprehensive understanding of the educational tools' effectiveness and aligns with pedagogical standards. By integrating insights from different domains of expertise, the researcher can draw a well-rounded conclusion on the media's educational value.

Table 3. Recapitulation of Eligibility Score

No	Validation Component	Scores	Criteria
1.	Alphabet Word Card Media by media experts	77,999%	Eligible
2.	Alphabet Word Card Media by material experts	90,476%	Very eligible
3.	Learning Implementation Plan	89,35%	Very eligible
	Average	85,94%	Eligible

3) Validation of The Learning Process Plan

The learning implementation plan underwent a thorough validation process involving two experts: a lecturer specializing in primary education and an elementary school teacher. This evaluation scrutinized various facets of the plan, including the components of the learning process, the introductory content, and the linguistic clarity. Feedback from this assessment highlighted the necessity for more elaborate elucidations at each stage of the learning process. Such detailed guidance is essential to ensure that the plan, once refined, will be effectively executable and beneficial in an educational setting.

b. Revision

The alphabet word card media has been validated and then revised following input and suggestions from experts/validators.

1) Revision of Media Experts

The educational tool consists of alphabet word cards, has undergone a thorough validation process, and has been subsequently updated to incorporate the feedback and recommendations provided by subject matter experts and validators. This iterative process

ensures that the material is accurate and effective in facilitating Learning. By integrating expert advice, the content of the alphabet word cards is optimized for educational purposes, reflecting a commitment to continuous improvement and excellence in educational resources.

2) Revision of the Learning Implementation Plan

Guided by insights from specialists, the research team has refined the instructional stages of the fundamental tasks. They have elaborated on the learning process within these essential activities, providing a more comprehensive understanding. Furthermore, the team has reassessed the time allocation for each segment, ensuring a more effective and efficient learning experience. This meticulous approach to optimizing educational strategies underscores the importance of continuous improvement and adaptation in research methodologies.

Table 4. Recapitulation Validation of Learning Implementation Plan

No	Aspect Rating	Member 1	Member 2	Average
1.	Component learning implementation plan	90%	90%	90%
2.	Identify the content of the learning implementation plan	70%	80%	76%
3.	Language	100%	100%	100%
	Final Grades	86,666%	90%	88,99%
	Category	Very decent	Very decent	Very decent

Discussion

The study focused on creating alphabet word card media to enhance students' enjoyment and comprehension of thematic learning concepts. Gan (2015) highlighted the importance of interactive media in facilitating educator-student engagement. The use of visual media in education allows for a playful yet educational approach to Learning. Consequently, the development of alphabet word card media was initiated.

Observations were integral to the research process, serving several objectives: identifying student and educational requirements, understanding student backgrounds, evaluating the curriculum, and scrutinizing educational materials. These observations were crucial in pinpointing students' specific challenges and unique learning necessities. The researchers identified a significant need for more effective educational media, particularly for the third thematic learning unit, "objects around me," in primary education settings. This discovery underscored the necessity for media that aids students in recognizing and understanding their surroundings. In-depth background analysis involved interviews with educators and administrators at SD Muhammadiyah 01 Medan, revealing that students generally possessed below-average knowledge. This insight led to the tailored development of the alphabet word card media to address these educational gaps.

In evaluating the curriculum, the study involved interviewing educators at SD Muhammadiyah 01 Medan, revealing the implementation of the 2013 curriculum. The investigation into the educational resources highlighted a gap in student comprehension regarding immediate physical objects. The research used alphabet word cards as a pedagogical tool to address this.

The research undertook a multifaceted approach, encompassing product design, instructional strategy, and educational content creation. This entailed devising a variety of activities centered around the use of alphabet word cards. The instructional strategy was characterized by forming student study groups and cyclically integrating sub-materials into the word card media, complemented by regular assessments.

Upon completing these preparatory stages, the research established guidelines, particularly concerning the access parameters for each educational activity. The synthesis of empirical data and a review of theoretical frameworks led to the conclusion that the alphabet word card media was an effective and appropriate means to enhance student comprehension of their immediate Environment.

A notable observation from the study was the necessity for improved communication with the students' families. The research identified a tendency for students to forget the material upon returning to school, underscoring the importance of parental involvement in the learning process. Looking ahead, the study advocates for a more proactive engagement with the students' home environments to reinforce the educational interventions initiated at school. This collaborative effort between educators and parents is anticipated to foster a more sustained and impactful educational experience for the students.

D. Conclusion

Research on the creation of alphabet word card media for the third theme, 'Things Around Me,' at SD Muhammadiyah 01 Medan, revealed that the ADDIE model, which traditionally includes five different stages, was adapted for this study. The modified approach focuses on three main phases: Analysis, Design, and Development. During the Analysis phase, a thorough examination of students' needs and prerequisites for Learning was conducted, including evaluating students' background and understanding at the junior high school level. In addition, an in-depth curriculum review was conducted, specifically on Curriculum 2013, and learning materials related to Theme 3 were researched. The design phase involved careful planning of the product blueprint, which included the preparation of various activities that ranged from tracking attendance to providing modules, quizzes, interactive features, and task collection platforms. Finally, the Development stage marks the start of the construction of the alphabet word card media, which forms the basis for the interactive and educational aids designed to enhance students' learning experience.

The alphabet word card media has been evaluated for its material quality and overall validity and is deemed fit for educational purposes. Expert validation of this media yielded a score of 77.999%, categorizing it as appropriate for use. Further scrutiny by researchers resulted in a higher score of 90.476%, indicating that the media is highly feasible.
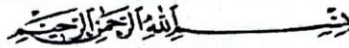
Additionally, the learning implementation plan associated with this media scored 89.35%, reflecting its high effectiveness. The efficacy of the alphabet word card media in educational settings is thus affirmed.

The study's researchers advocate for continued creativity among educators, particularly in using media in teaching. Recognizing media as an indispensable element of the educational framework, its employment can foster students' eagerness to learn and enhance curriculum comprehension. Consequently, the integration of media should be prioritized in all pedagogical endeavors. To facilitate optimal learning outcomes, schools are encouraged to maintain and improve the provision of resources for both teachers and students.

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

BERITA ACARA BIMBINGAN PENULISAN ARTIKEL

Perguruan Tinggi	: Universitas Muhammadiyah Sumatera Utara
Fakultas	: Keguruan dan Ilmu Pendidikan
Nama Lengkap	: Dina Faralia
N.P.M	: 2002090002
Program Studi	: Pendidikan Guru Sekolah Dasar
Judul Artikel	: *Development of Alphabet Word Card Media on Thematic Learning in Elementary School Students*

Tanggal	Deskripsi Hasil Bimbingan Artikel	Paraf
28 April 2024	Revisi Judul	
1 May 2024	Revisi Abstrak	
1 may 2024	Revisi Pendahuluan	
15 May 2024	Revisi Pembahasan	
15 may 2024	Revisi Bagian kesimpulan, Implikasi penelitian, dan syaran untuk penelitian selanjutnya	
21. Agustus 2024	ACC Sidang	

Medan,   Agustus 2024

Diketahui oleh:
Ketua Prodi

Dosen Pembimbing

Suci Perwita Sari, S.Pd, M.Pd.

Amin Basri, S.Pd,I., M.Pd.

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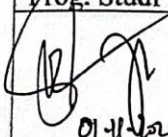==

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Perihal :**PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :
Nama Mahasiswa : Dina faralia
NPM : 2002090002
ProgramStudi : Pendidikan Guru Sekolah Dasar
Kredit Komulatif : 119 SKS

IPK =3,77

Persetujuan Ketua/ Sekretaris Prog. Studi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
	Pengembangan media alfabet word card (kartu, huruf dan gambar) Pada pembelajaran tematik tema 3" Benda di sekitar ku" Kelas 2 SD Muhammadiyah 01 Medan	27/10/2023
	Pengaruh metode outdor study (pembelajaran diluar kelas) terhadap kemampuan berinteraksi pada siswa kelas 2 SD muhammadiyah 01 Medan	
	Pengaruh Metode Cooperative Integrated Reading and Composition (CIRC) terhadap Kemampuan Membaca dan Menulis pada Siswa kelas 2 SD Muhammadiyah 01 Medan	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terimakasih.

Medan, 01 November 2023

Hormat Pemohon,

Dina faralia

Dibuat Rangkap 3 :
- UntukDekan/Fakultas
- Untuk Ketua Prodi
- Untuk Mahasiswa yangbersangkutan

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Assalamu'alaikumWr. Wb.

Denganhormat, yang bertandatangan di bawahini :

Nama : Dina faralia
NPM : 2002090002
ProgramStudi : Pendidikan Guru Sekolah Dasar

Mengajukan permohonan persetujuan proyek proposal /risalah / makalah /skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

"Pengembangan media alfabet word card (kartu, huruf, dan gambar) Pada pembelajaran tematik tema 3" Benda di sekitar ku" Kelas 2 SD Muhammadiyah 01 Medan "

Sekaligus saya mengusulkan /menunjuk Bapak sebagai :

DosenPembimbing : Amin Basri, S.Pd.I., M.Pd.

Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya.
Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya.
Akhirnya atas perhatian dan kesediaan Bapak saya ucapkan terimakasih.

Medan,01 november 2023
HormatPemohon,

Dina faralia

DibuatRangkap3 :
- UntukDekan/Fakultas
- UntukKetua Prodi
- UntukMahasiswa yang bersangkutan

Nomor   : 3877 / II.3-AU//UMSU-02/ F/2023
Lamp   : ---
H a l   : **Pengesahan Proyek Proposal**
            Dan Dosen Pembimbing

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :.

Nama   : **Dina Faralia**
N P M   : 2002090002
Program Studi   : Pendidikan Guru Sekolah Dasar
Judul Penelitian : **Pengembangan Media Alfabet Word Card (kartu, huruf, dan Gambar) Pada Pembelajaran Tematik Tema 3 "Benda di Sekitar ku" Kelas II SD Muhammadiyah 01 Medan**

Pembimbing   : **Amin Basri, S.Pd,I,.M.Pd**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :
1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : 27 **November 2024**

Medan, 13 Jumadil Awal   1445 H
         27 November   2023 M

Wassalam
Dekan

Dra.Hj.Syamsuyurnita.,M.Pd
NIDN. 0004066701

Dibuat rangkap 5 (lima) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Dosen Pembimbing
4. Mahasiswa Yang Bersangkutan
WAJIB MENGIKUTI SEMINAR