

***BOOK BUDDIES* CHILD STORY APPLICATION-BASED LEARNING MEDIA TO INCREASE ELEMENTARY SCHOOL (SD) STUDENTS' READING INTEREST**

Bellatrix Angelicamila Sutikno¹, Fitri Yulianti², Siti Musarokah³

¹Universitas PGRI Semarang, Indonesia

² Universitas PGRI Semarang, Indonesia

³ Universitas PGRI Semarang, Indonesia

*camilangelbellatrix22@gmail.com

Abstract.

The purpose of this study is to raise primary students' interest in reading and to enhance their reading comprehension through media-based education using an Android app that is centered on the Indonesian folktale *Book Buddies*. The grades of the primary pupils level that the student checked at the beginning of the app landing page set apart the contents of the app. In this study, descriptive research was used in conjunction with quantitative data. The participants are media experts, content experts, English education learning practitioners, and Semarang elementary school students. The learning object is *Book Buddies*, an Android app based on an Indonesian folktale, which serves as a media-based learning tool for English-subject schools and incorporates visual communication, content, questioning, app design, software engineering, and language aspects. The study's outcome is an educational app that uses English-language Indonesian folklore as one of the media-based learning tools to improve primary students' reading comprehension and interest.

Keyword: Indonesian folklore story *Book Buddies*, ADDIE, elementary student.

1. Introduction

1.1 Enviromental potential

The "Five Day Battle in Semarang" is one of the city's most well-known historical events. Semarang is also known as the City of Atlas, the City of Lumpia, the Venice of Java, the Harbor of Java, and the Semarang Charm of Asia. Semarang's credibility in the realm of education cannot be questioned. The Mayor of Semarang attempted to broaden the network of collaboration to enhance the quality and quality of education in the city of Semarang in response to the Semarang City Education Council's (DPKS) initiative to improve the city's educational system. "All sides must put up a lot of effort if this aspiration is to become reality. The Semarang City Education Council (DPKS) is prepared to combine all available resources to assist the implementation of the city's grand plan "Friday, September 7, 2021, at budiyanto on Tribun Jateng news.

The Semarang City Education Council (DPKS) of Semarang City has made efforts to optimize all available potential to assist the drive to enhance the quality and appropriate level of education, according to Prof. Rustono, the chairman of the Central Java Provincial Board of Education. It is clear that Semarang has a lot of potential for investment, not just in the school sector but also in the cattle, plantation, agricultural, and tourist industries.

The term "Book Buddies" refers to reading companions. This term was chosen since it refers to books as being enjoyable, just like the word pals refers to a buddy.

This can assist educators in introducing different types of Indonesian folklore with the goal of "Increasing Interest in Reading of Elementary School (SD) Pupils Via Application-Based Learning Media Book Buddies Children's Tales".

Environmental requirements

When pupils first enroll in junior high school (SMP), their vocabulary knowledge is low. Students at Junior High School (SMP) should already be familiar with 1500 words in English that they learned in elementary school (SD).

In 2018, the Ministry of Education and Culture conducted a study, and the findings revealed that only about 26.9% of primary school children had read English literature in the previous year. Most of the others have never read a book in English or find it challenging to do so.

Also, a research by Herawati (2017) revealed that the enthusiasm of primary kids in reading English materials was quite poor. Just 9.4% of pupils reported enjoying reading English literature; the majority of them felt disinterested or bored.

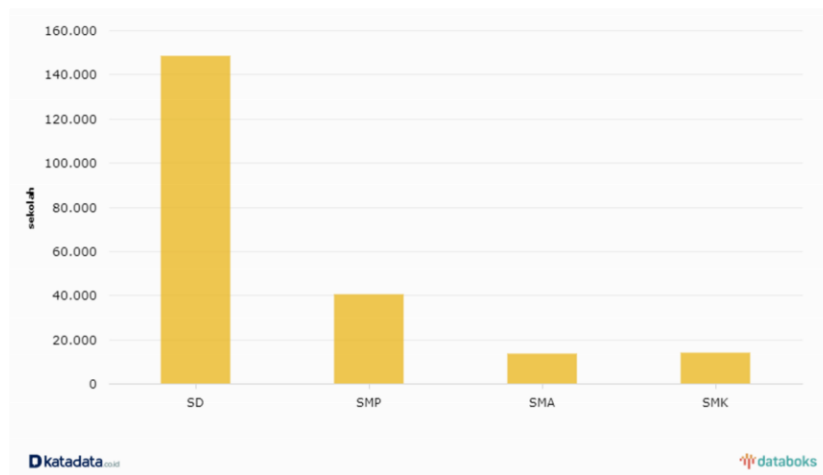
The findings of a study by Siswanto and Suyitno (2019) indicate that a number of factors, including a lack of exposure to and instruction in English, a lack of English books suitable for students' ages and reading preferences, and a lack of support from family and school, contribute to elementary school students' lack of interest in reading English texts. Also, junior high school instructors have a number of challenges that must be overcome, including the lack of student practice, the difficulty of English, the lack of resources and tools for teaching, and the lack of enthusiasm among students (SMP). In order to increase students' interest in reading, the project was titled "Increasing Reading Interest of Elementary School (SD) Pupils Using Application-Based Learning Media Book Buddies Children's Tales." Teachers and students will find it simple to use and straightforward to download this ebook. So, it is anticipated that this concept will make it easier for teachers to urge pupils to study by piquing their interest in reading English. This will make learning more fascinating, enjoyable, and less tedious. Moreover, it is anticipated that this design would boost pupils' excitement for studying at home and at school.

1.3 Scope of beneficiaries

Indonesia is home to a rising number of elementary schools. The number of schools expanding from elementary schools (SD), junior high schools (SMP), to senior high schools is

due to the growing Indonesian population (SMA). There are 217,283 schools in Indonesia for the 2020–2021 academic year, with elementary schools (SD) making up the majority of those.

Figure 1: Number of Schools in Indonesia by Education Level in the 2020/2021 Academic Year



Source: Central Bureau of Statistics (BPS), 26 November 2021

According to Figure 1, Indonesia has 148,743 elementary schools (SD), which lead the list, followed by 40,597 junior high schools (SMP). Senior High School (SMA) and Vocational High School (SMK) enrollments are nearly equal with 13,865 for Senior High School (SMA) and 14,078 for Vocational High School (SMK). The introduction is given cohesively in the form of paragraphs that are up to 10-15% of the article's length, single-spaced, and using Times New Roman font size 12 pt. Include a brief history of the issue, the research questions, the goal, and the advantages of the study.

Figure 2 Data on the distribution of schools in the city of Semarang

No.	KECAMATAN	SD Sederajat			SMP Sederajat			SMA Sederajat			SMK			TOTAL
		N	S	JML	N	S	JML	N	S	JML	N	S	JML	
	TOTAL	326	275	601	47	186	233	18	91	109	12	77	89	1,032
1	Kec. Mijen	24	12	36	3	16	19	2	8	10	0	4	4	69
2	Kec. Cuning Pati	33	22	55	3	16	19	1	9	10	0	5	5	89
3	Kec. Banyumanik	31	14	45	4	13	17	2	8	10	1	5	6	78
4	Kec. Cajah Mungkur	14	7	21	2	6	8	0	6	6	0	5	5	40
5	Kec. Semarang Selatan	14	17	31	4	8	12	2	4	6	5	2	7	56
6	Kec. Candisari	16	10	26	2	8	10	0	3	3	0	5	5	44
7	Kec. Tembalang	21	28	49	5	20	25	1	8	9	0	4	4	87
8	Kec. Pedurungan	32	31	63	4	18	22	2	9	11	0	6	6	102
9	Kec. Cenuk	17	19	36	3	11	14	2	4	6	0	5	5	61
10	Kec. Gayamsari	16	6	22	1	8	9	0	3	3	0	7	7	41
11	Kec. Semarang Timur	14	18	32	3	10	13	0	4	4	4	5	9	58
12	Kec. Semarang Tengah	13	21	34	5	14	19	2	6	8	0	10	10	71
13	Kec. Semarang Utara	13	23	36	1	7	8	1	1	2	2	2	4	50
14	Kec. Semarang Barat	27	22	49	4	16	20	1	12	13	0	8	8	90
15	Kec. Tugu	13	9	22	1	7	8	0	3	3	0	1	1	34
16	Kec. Ngaliyan	28	16	44	2	8	10	2	3	5	0	3	3	62

2. In the meanwhile, in Semarang City, the provincial capital of Central Java. In Semarang City, there were 601 elementary schools (SD), 233 junior high schools (SMP), 109 senior high

schools (SMA), and 89 vocational high schools (SMK), which were distributed across 16 districts. One of their senior English instructors was interviewed by reporters from SMP Negeri 8 Surakarta.

3.

4. According to the expert, the primary obstacle to studying English is a lack of student motivation, and many pupils view English as a challenging subject. Senior instructor at SMP Negeri 8 Surakarta, Mr. Drs. Darwanto, agreed that there wasn't enough time for practice and that a lack of resources and instructional materials made it difficult to teach. Also, using boring instructional materials makes pupils less interested in learning new words.

5.

6. According to Basic Educator and Education Statistics (Dapodik), just 4% of Indonesia's primary schools currently provide English instruction. For instance, in Badung Regency and Denpasar City in Bali Province, English is taught at a percentage exceeding 50%. In Indonesia, English is taught in the primary grades at the greatest rates in Badung and Denpasar City.

7.

8. According to Dapodik statistics, 208 out of the 278 primary schools in Badung Regency have an English teaching program, or 75%. Denpasar City, in contrast, scored 66% because, of the 227 elementary schools, 150 of them offered English instruction. These statistics show that certain schools are familiar with the government's policy of having English taught in primary schools. As a result, some primary schools will no doubt find it simple to follow the strategy.

9.

10. On the internet, there are numerous options for reading resources that enhance vocabulary study. Yet, boring and unchanging learning might affect students' enthusiasm in their studies and does nothing to motivate them to study. The design concept, "Increasing Interest in Reading of Elementary School Students (SD) Via Learning Media Based on the Book Buddies Children's Story Application," was developed in light of this background. According to Herdian in Aris Shoimin (2014), this concept employs a visual learning approach, which is a learning model that thinks learning would be successful by focusing on sight and involving pupils. The sense of sight is used in this learning process through observation or seeing, sketching, showing, reading, using media, and employing objects and props. Because the learning content will be seen or seen and recalled by the brain, vision is crucial in this media. With this learning paradigm, the emphasis is on offering learning opportunities based on different skills (Competency Based).

11. This media will be as visually appealing as feasible, cost little money, and be simple for teachers or students to utilize. In order to boost students' interest in reading English texts as well as a diversity of stories from both within and outside the nation, it is intended that the design of

this learning medium would assist educators in giving instruction that is more varied, not boring.

12. 2. Literature Review

13. Theory is incorporated into the design of "Book Buddies Child Stories Application-Based Learning Media To Enhance Elementary School (Sd) Kids' Reading Interest" to enable its realization. A hypothesis about learning serves as the foundation for this design. The hypothesis that guided the creation of this learning tool is as follows.

14. 1. The theory of habit

15. A psychology concept known as the "theory of habituation" or "habituation" refers to an organism's diminished reaction to frequent, unharmed stimuli. Habituation is the process by which animals learn to disregard continuous stimuli such that they no longer cause the same response, according to psychologist Dr. James L. McGaugh. Book Buddies Child Story Application-Based Learning Media To Enhance Elementary School (Sd) Kids' Reading Interest was a concept that was turned into a visual stimulus. By being open to accepting behavioral changes (the Law of Ready) and given repetition, the association between stimuli and reaction can be reinforced (Law of Exercise). In order for pupils to learn effectively, instructors must make sure that they are ready to take the material. It's important to monitor and assess the use of stimuli in order to ensure that pupils fully comprehend the lessons being taught. The predicted behavior change is for students who don't care about reading English-language materials to start caring and for students who do care to start caring.

16. 2. The significance of visual material

17. There is no denying that the human brain can digest visuals 60,000 times more quickly than words (Thermopylae Sciences). Because humans are often drawn to things through their eyes, images are crucial in many ways. For instance, in business, education, and entertainment. Humans may also determine the meaning of a picture just by using their eyes to gaze at it. For instance, the brain will instantly evaluate the thing being viewed by the eye when visiting a museum that exhibits various types of image creations and sculptures. The brain then determines the significance of the picture or statue. Additional examples include murals, leaflets, brochures, billboards, commercials, and so forth. One picture may be processed by a human in approximately 13 milliseconds (Massachusetts Institute of Technology).

18.

19. 3. Teaching innovation

20. The theory of innovation in teaching pushes educators to continually create cutting-edge instructional strategies to enhance student learning results. A 2006 research by Durrington, Berryhill, and Swafford found that using technology into instruction can considerably enhance students' learning results. 94 students and instructors from a middle school in the United States

participated in this study. Students who took lessons utilizing technology performed on tests on average 14.7% better than those who exclusively attended classes using conventional methods of instruction.

21. The concept of "Book Buddies Child Story Application-Based Learning Media To Increase Elementary School (Sd) Students' Reading Interest" will aid educators in their instruction because it is more interesting and less monotonous, which will impact students' interest in and motivation for participating in the learning process.

22. 4. Encourage reading interest

23. Godman (in Solehuddin, et al., 2009: 7.2) asserts that reading fosters a person's comprehension of their own mental processes as well as their understanding of the spiritual realm. Reading gives one access to the ideas and teachings of teachers and spiritual leaders who have acquired a higher level of consciousness and comprehension. A person's ability to read also broadens their perspectives and viewpoints on the world, which enhances their spiritual experiences. The purpose of "Book Buddies Child Story Application-Based Learning Media To Enhance Elementary School (Sd) Students' Reading Interest" is to present children's stories to Elementary School (SD) students so they may comprehend the moral lessons included in each narrative.

24.

25. 5. The influence of children's literature on cognitive development

26. John Piaget thought that children's literature may aid in the cognitive development of young children. Children's literature can aid in the understanding and development of abstract ideas like relationships between objects, time, and space.

27.

28. Children start to use concrete reasoning and comprehend causation throughout the operational concrete stage (7–12 years old). Children in this stage might benefit from reading books for children that have storylines that are clear and consistent as they learn to solve problems and comprehend cause-and-effect relationships.

29. Children's stories, according to Nurgiyanto (2005: 217), are literary creations for children that take the form of prose and describe events or experiences based on the chronological order that someone has actually experienced them. They can also take the form of imaginative tales that depict the world of children.

30. 6. Folktales

31. Oral folklore is one way to categorize folklore. Folk language, traditional expressions, customary inquiries, and poetry are only a few of the folklore forms (genres) that fall under this

broad category. Fables, legends, and myths are the three categories into which folklore is broken down by the Ministry of Education and Culture. There are 945 folktales in 34 Indonesian provinces, according to the Directorate General of Culture (Ditjen), a division of the Ministry of Education and Culture. This total includes 95 myths, 465 stories, and 385 fables. Examples include the *Kelingking Sakti* from Jambi, the *Lutung Kasarung* from Pasundan territory, the *Timun Mas* from Central Java, and the *Eagle Conqueror* fairy story from South Sulawesi.

32. According to their age, kids may learn more about the cultures and tales of each location through Indonesian folklore. The idea of "Increasing Interest in Reading of Elementary School (SD) Students Through Application-Based Learning Media Book Buddies Children" will aid students in comprehending moral messages as well as gaining an understanding of folklore from various regions due to the culture that is taught through folklore.

33. **Method**

Structure of the Study

This study used a qualitative research technique with a descriptive strategy. The purpose of the study was to assess how well the Book Buddies application increased elementary school children's interest in reading. In Semarang, Indonesia, the study covered two primary schools.

Topics for Research

30 primary school kids in grades 1-6 and 10 English language instructors served as the study's subjects. Using the use of convenience sampling, the participants were chosen.

Equipment and Methods for Data Collecting

The information was gathered from a variety of sources, including participant observation, in-depth interviews, and online surveys. To get input from kids on how to utilize the Book Buddies app, an online poll was created. To get the instructors' opinions on the app's usefulness, extensive interviews were performed with them. Participant observation was used to learn how the Book Buddies program was being used in the classroom.

Statistical Analysis Methods

Using qualitative data analysis methodologies, the information gathered from the surveys, interviews, and observations was examined. The information was initially transcribed, after which it underwent coding and topic categorization for analysis. The conclusions were then drawn by comparing and interpreting the themes.

Methodology of the Research

The study took place over a four-week period. The Book Buddies application was presented to and used by the participants throughout the first week. The application's implementation in the classroom took up the following three weeks. The information was gathered during the implementation phase, and the outcomes were examined when it was over. The results were

given in the form of themes and interpretations, and they were used to make judgments on how well the Book Buddies program worked to increase primary school pupils' interest in reading.

34. Finding and Discussion

35. Using qualitative data analysis methodologies, the information gathered from the surveys, interviews, and participant observation was examined. Following transcription, the information was classified according to the study's goals and questions. When the categories were arranged into themes and patterns, conclusions and suggestions could be made.

36. The usage of the Book Buddies program greatly increases elementary school children' interest in reading, according to the study's tested premise. The replies of students who utilized the program and those who did not were compared during the data processing process. The hypothesis was then supported or disproved using the themes and patterns found via the data analysis.

37. The outcomes of the data analysis demonstrated that the Book Buddies program significantly increased elementary school pupils' enthusiasm in reading. Compared to kids who didn't utilize the program, those who did showed a better degree of involvement and interest in reading. Also, it was shown that the program helped pupils increase their vocabulary in English.

38. The results of this study lend credence to the idea that using the Book Buddies app might increase elementary school pupils' interest in reading. The research advises using the program as a supplement to formal schooling to help students learn more and develop a future passion in reading

39. Conclusion

1. The purpose of this study was to determine how well the Book Buddies application increased elementary school children' interest in reading. According to the study's findings, using the program dramatically raised students' reading interest and engagement. The application was also proven to be successful in increasing pupils' English vocabulary. These results imply that the Book Buddies app might help primary school pupils become more interested in reading and improve their understanding.

2. This study's findings are in line with earlier studies that have demonstrated the beneficial impact of technology-based treatments on reading interest and comprehension. This study adds to the expanding corpus of research on the efficiency of digital technologies in fostering reading interest and comprehension. The usage of digital devices like tablets and smartphones has grown in popularity in education.

3. The fact that the Book Buddies app gives children a pleasant and engaging method to interact with reading content might be one reason

for its efficacy. The design of the program, which contains vibrant images and interactive elements, may have boosted students' attention and engagement.

4. It is crucial to remember that this study includes a number of restrictions. First of all, the study was only done in one Semarang primary school, and the sample size was rather tiny. As a result, the findings might not apply to different groups or situations. Second, the study only evaluated short-term impacts; more research is required to determine the application's usefulness over the long run.

5. The results of this study indicate that the Book Buddies app may be a useful tool for encouraging reading interest and comprehension among primary school pupils, to sum up. However, more investigation is required to examine its long-term impacts and evaluate its efficacy in various demographics and circumstances. Notwithstanding its limitations, this study adds to the expanding body of research on the success of technology-based interventions in education and offers insightful information on the potential of digital technologies to increase reading engagement and comprehension.

6. **References**

Annur, C. Mutia. (2021, November 26). Berapa Jumlah Sekolah Di Indonesia pada Tahun Ajaran 2020/2021?. databoks. <https://databoks.katadata.co.id/datapublish/2021/11/26/berapa-jumlah-sekolah-di-indonesia-pada-tahun-ajaran-20202021>

SMP di Kota Semarang. (n.d). data.sekolah-kita. [nethttps://data.sekolah-kita.net/kabupaten-kota/Kota%20Semarang_115/SMP?page=3](https://data.sekolah-kita.net/kabupaten-kota/Kota%20Semarang_115/SMP?page=3)

Lailla. (2021, Desember 04). Daftar PPDB 2023: Alur, Syarat Dan Cara Daftar Online SMP, SMA/SMK. Mamikos.com. <https://mamikos.com/info/daftar-ppdb-alur-syarat-cara-daftar-online-smp-sma-smk/>

Ramadhani, Niko. (2020, Oktober 2023). Contoh dan Pengertian Teori Belajar Menurut Para Ahli.

Akseleran. <https://www.akseleran.co.id/blog/teori-belajar/>

Hidayati, Khairina F. (2020, Desember 17). Memahami Konten Visual, Kunci Penting Pikat Pembaca dan Audiens. Glints. <https://glints.com/id/lowongan/visual-content-konten-visual/#.Yf8YcepBzrd>

Hidayatullah, M.S.R. (2019). Penggunaan Media Pembelajaran Audio Visual untuk Meningkatkan Minat Belajar Peserta Didik. [Skripsi, Universitas Negeri Malang]. Universitas Negeri Malang Archive. <http://repository.um.ac.id/34962/>

Purwanto, Antonius. (2021, Mei 07). Kota Semarang: Pintu Gerbang dan Sentra Perdagangan Jawa Tengah. Kompaspedia. <https://kompaspedia.kompas.id/baca/profil/daerah/kota-semarang-pintu-gerbang-dan-sentra-perdagangan-jawa-tengah>

Priyanto, M. Adi. (2021, Juli 09). Tingkatkan Mutu Pendidikan di Kota Semarang, Dewan Pendidikan Perluas Jaringan Kerja Sama. TribunJateng.com. <https://jateng.tribunnews.com/2021/07/09/tingkatkan-mutu-pendidikan-di-kota-semarang-dewan-pendidikanperluas-jaringan-kerja-sama>

Hardiwinoto, Sinarasri, A., Fathurrohman, A. (2014). Analisis Potensi Investasi di Kota Semarang.

Msii.unimus. http://msii.unimus.ac.id/?page_id=123

Hartanti, Kartika. (n.d). Pengaruh Model Pembelajaran VAK (Visualisasi, Auditori, Kinestetik) Terhadap Prestasi Belajar PAI pada Siswa di SDN Tlogomulyo Temanggung. Neliti. <https://media.neliti.com/media/publications/118279-ID-none.pdf>

Model Pembelajaran. (n.d). Repository Institusi Universitas Kristen Satya Wacana. https://repository.uksw.edu/bitstream/123456789/10855/2/T1_292012051_BAB%20II.pdf

Jumlah Data Satuan Pendidikan (Sekolah) per Kabupaten/Kota : Kota Semarang. (n.d). data referensi KEMENDIKBUD.

<https://referensi.data.kemdikbud.go.id/index11.php?kode=036300&level=2>

Jumlah Peserta Didik. (n.d). Lumbung Data Pendidikan Pemerintah Kota Semarang. <http://dapodik.semarangkota.go.id/pesdik>

Pan. (2019, April 11). Pitutur. Glosarium online. <https://glosarium.org/arti-pitutur/>

Sukirno. (n.d). Pengkajian dan Pembelajaran Pitutur Luhur sebagai Pembentuk Karakter Peserta Didik. Neliti. <https://media.neliti.com/media/publications/121022-ID-pengkajian-dan-pembelajaran-pitutur-luhu.pdf>

Hambatan Pengajaran Bahasa Inggris, Bagaimana Mengatasinya. (2019, Agustus 13). SMP Negeri 8 Surakarta. <https://smpn8solo.sch.id/hambatan-pengajaran-bahasa-inggris-bagaimana-mengatasinya/>

Jelantik, Ketut. (2022) Pembelajaran Bahasa Inggris di SD. Balipost.com

<https://www.balipost.com/news/2022/03/09/255063/Pembelajaran-Bahasa-Inggris-di-SD.html>