



## DEVELOPMENT OF A BIG BOOK TO IMPROVE LITERACY SKILLS BASED ON THE PANCASILA STUDENT PROFILE

Abd Gafur<sup>1</sup>, Nuril Nuzulia<sup>2</sup>, Abdul Ghaffar<sup>3</sup>

<sup>1,2,3</sup> Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

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### ABSTRAK

Komponen terbaru dari kurikulum mandiri adalah profil siswa Pancasila. Dalam hal pendidikan karakter dan peningkatan kompetensi siswa, profil siswa Pancasila menjadi acuan pedoman kebijakan pendidikan. Permasalahan kemampuan literasi di SD Islam Al-Muawanah Surabaya salah satunya adalah kemampuan literasi siswa kelas 1 mayoritas masih dibawah standar. Beberapa anak masih kesulitan membedakan huruf; ketika membaca, ada kata yang hilang atau bahkan tidak lengkap, dan pemahaman siswa terhadap materi bacaan juga di bawah standar. Penelitian dan pengembangan menggunakan model yang diadaptasi oleh Borg dan Gall. Dari sepuluh langkah pengembangan, peneliti hanya melaksanakan tujuh langkah. Hasil pengembangan ini menunjukkan: 1) Spesifikasi modul terdiri dari sampul, kata pengantar, daftar isi, materi, soal evaluasi, dan biodata penulis. Hasil penelitian adalah 90,6% ahli isi dengan kualifikasi baik, 89,3% ahli media pembelajaran dengan kualifikasi baik, dan 94,6% ahli pembelajaran dengan kualifikasi baik. 2) Untuk mengetahui kemenarikan modul, peneliti melakukan post-test di kelas terhadap 10 siswa dengan persentase ketercapaian 91,8% dan kualifikasi sangat baik. Hal ini menunjukkan bahwa penggunaan buku besar telah memenuhi kriteria menarik dan valid. Analisis data menggunakan Paired Samples T Test dengan alat SPSS 16 dan diperoleh hasil Sig 0,000 < 0,02 maka Ho ditolak artinya terdapat perbedaan hasil belajar antara siswa yang pernah menggunakan buku besar. Jadi dapat disimpulkan bahwa pemanfaatan big book mampu meningkatkan kemampuan literasi berdasarkan profil siswa Pancasila.

### ABSTRACT

The newest component of the independent curriculum is the Pancasila student profile. In terms of character education and increasing student competence, the Pancasila student profile is a reference for educational policy guidelines. One of the problems with literacy skills at Al-Muawanah Islamic Elementary School in Surabaya is that the majority of grade 1 students' literacy skills are still below standard. Some children still have difficulty distinguishing letters; when reading, there are words that are missing or even incomplete, and students' understanding of reading material is also below standard. Research and development use a model adapted by Borg and Gall. Of the ten development steps, researchers only implemented seven. The results of this development show: 1) The module specifications consist of a cover, introductory remarks, table of contents, materials, evaluation questions, and author biodata. The results of the research were 90.6% content experts with good qualifications, 89.3% learning media experts with good qualifications, and 94.6% learning experts with good qualifications. 2) To determine the attractiveness of the module, the researcher conducted a post-test in class on 10 students with an achievement percentage of 91.8% and very good qualifications. This shows that the use of the big book has met the criteria of being attractive and valid. Data analysis used the Paired Samples T Test with SPSS 16 tools, and the results were Sig 0.000 < 0.02, so Ho was rejected, meaning that there were differences in learning outcomes between students who had used the big book. So it can be concluded that the use of big books is able to improve literacy skills based on the Pancasila student profile..

### INTRODUCTION

The newest component of the independent curriculum is the Pancasila student profile. In terms of character education and increasing student competence, the Pancasila student profile

\*Corresponding author.

E-mail addresses: [nuril.nuzulia@uin-malang.ac.id](mailto:nuril.nuzulia@uin-malang.ac.id) (Nuril Nuzulia)

is a reference for educational policy guidelines. Because the Pancasila student profile plays such an important role, it is important for teachers and students to understand its implementation and use. (Susilawati et al., 2021). The Pancasila student profile must have concepts that are easy to remember and can be used by students every day. According to the previous explanation, the Pancasila student profile includes six dimensions: 1) Faithful, devoted to God Almighty and having noble character, 2) independent, 3) working together, 4) global diversity, 5) critical reasoning, and 6) creative.

Students' character is expected to reflect the six aspects of the Pancasila student profile so that they become lifelong learners who are competent and act in accordance with the ideals of Pancasila (Suyono et al., 2017). So that the character of adult students resembles the profile character of Pancasila students in the future, teachers must be able to develop these six traits simultaneously, starting from early childhood learning. In each dimension, components are transformed into sub-elements.

These six factors show that the Pancasila student profile places the same emphasis on attitudinal and psychomotor skills as on cognitive skills. This Pancasila student has a profile that is uniquely Indonesian and in accordance with the identity of the Indonesian nation. Citizenship education that is able to realize and apply the ideals of Pancasila in the context of the educational unit environment can develop and examine six aspects in the Pancasila student profile. Character education, literacy and higher level thinking skills are an obligation of the 21st century. The study and development of Pancasila student profile education is centered on character goals that can be strengthened.

Ministry of Education and Culture government regulation Number 23 of 2015 concerning Character Development which contains the obligation to read 15 minutes before starting lessons at the elementary, middle and high school levels states that the ability to read and write is a very important ability. (Sari et al., 2022).

Low literacy skills cause various problems. Many people believe that reading is boring, difficult, and even tiring. There is a root cause of the problem that has been identified, and it is closely related to habits, beliefs, experiences, and even reading comprehension (Permatasari, 2015). Therefore, habits, attitudes and understanding are one of the factors that cause inadequate reading skills.

Reading problems in Indonesia (Putri et al., 2022) According to several studies, including one from Central Connecticut State University in New Britain published in 2016, the average age of Indonesians who like to read is 60 years. Indonesia was ranked 69th out of

79 countries in the 2015 International Student Program Assessment assessment of Student Reading Skills (PISA).

Literacy skills are built on language. Literacy requires basic knowledge and linguistic proficiency (Ahmad & Setyaningsih, 2012). The best literacy skills can enable advanced reading and writing skills. It is important to design elements that can help elementary schools because reading skills are very important. The supporting element in question is the use of media to increase literacy levels. This is in accordance with the point of view (Wibowo, 2019) that various forms of media are needed to prepare children to develop good reading skills.

That various forms of media are necessary to prepare children to develop strong reading skills. The distribution of questionnaires in elementary schools at the Al-Muawanah Islamic Elementary School in Surabaya revealed that literacy learning had not been carried out effectively. The techniques used to increase literacy levels are not optimal. Techniques that are often used are question and answer sessions, telling stories, and giving homework. This approach is often used to prevent students from becoming bored and challenged to improve their literacy skills. The media used in the literacy learning process is still repetitive; for example, the instructor only uses letter cards, making it boring for students.

According to the results of observations and discussions with the head of the foundation, one of the problems with literacy skills at Al-Muawanah Islamic Elementary School in Surabaya is that the majority of grade 1 students' literacy skills are still below standard. Some children still have difficulty distinguishing letters, when reading, there are words that are missing or even incomplete, and students' understanding of reading material is also below standard. Teachers are still guided by textbooks in their learning. The use of media is very poor, teachers still often use dictation techniques, students occasionally continue stories read by the teacher and are corrected, and teachers only provide explanations while students only listen, resulting in a one-way flow of information. As a result, student engagement is still not encouraged in these situations.

With the information presented, literacy learning materials must be created so that students' literacy abilities can be maximized. The media needed is media that can maximize children's literacy skills and is appropriate to the characteristics of elementary school students. (Arif Sadiman, 2009). It is stated that media is a tool that can convey messages between sender and recipient in order to stimulate children's interests, emotions and feelings in order to maximize the learning process. Big book is one of the media that can be used (Abd Rahim & Rashid, n.d.). Saying that because children can engage with teachers and other children directly when using big books, learning is maximized. Because they can encourage interesting

and active learning among students, big books are a great tool for improving children's literacy skills.

The absence of references related to the implementation of an autonomous curriculum also shows this. because there are not yet sufficient resources to encourage reading skills according to the profile of Pancasila students. The quality of the books they read is still below expectations, and most of them are unable to capture and fulfill the competencies set by teachers when implementing Pancasila student ideas and profiles in the independent curriculum.

According to (Rumidjan et al., 2017), big book is a volume that has a lot of enlarged text. According to (Rahayu, 2017) big books have between ten and fifteen pages, a coherent sentence structure, different types and sizes of letters, graphics that match the content of the text, and an easy-to-understand plot. Therefore, it can be said that the big book has text and images with a coherent sentence structure and short story features.

Another study published in the journal *Creating and Utilizing Large Books to Form Early Childhood Reading Enjoyment* supports the use of large books to improve reading abilities. (Latifah & Suyadi, 2021) states that there are six components of early childhood development, one of which is language development which allows children to interact with other people. The greatest technique for teaching language to students is by reading. Children are first introduced to letters, then taught the phonological sounds of these letters, and finally taught how to read until they can construct complex sentences. In this project, instructional game tools in the form of textbooks are used in an effort to improve students' literacy skills. The narration and bright colors of the large book really attract students' attention. Giving large printed books to students aims to arouse their interest in reading.

Next, a journal is written (Syelviana & Hariani, 2019) Big books are an excellent means of improving literacy skills from an early age, according to research entitled *Development of Big Book Media in Early Reading Learning in Grade 1 Elementary School*. Based on the study carried out, it is known that the big book media is useful, with trial I averaging 62.5 and trial II averaging 87.5, and an average initial reading ability gain of 84 category score 5. Based on the results of the research, it can be seen It was concluded that the development of big book media for grade I elementary school students was of high quality and its development was a successful process.

Apart from that, the journal "Development of Big Book Literacy Media to Improve Elementary School Students' Reading Comprehension Skills" by (Rosidah & Pebrianti, 2021) Big books are an excellent means of improving literacy skills from an early age, according to

research entitled Development of Big Book Media in Early Reading Learning in Grade 1 Elementary School. Based on the study carried out, it is known that the big book media is useful, with trial I averaging 62.5 and trial II averaging 87.5, and an average initial reading ability gain of 84 in category score 5. Based on the results of the research, it can be seen It was concluded that the development of big book media for grade I elementary school students was of high quality and its development was a successful process.

## **RESEARCH METHOD**

This research uses development research which is more often called RND (Laws et al., 2013) using the Borg and Gall development model. The motivation behind this follow-up research is to use the material as reading material for grade 1 elementary school students to determine the feasibility, effectiveness and interesting quality of the reading implementation of the Pancasila student profile character. Researchers must first conduct field tests and verify synchronous products with the help of experts in their respective fields, namely material experts, design experts and learning experts, when creating synchronous development products using national standards. Researchers must then analyze the needs of the field based on previous students and teaching material products. The creation of a big book based on Pancasila student profiles into the independent curriculum for grade 1 elementary school students are the two final results of this development research.

There are ten stages of development according to Borg and Gall (Effendi & Hendriyani, 2018), but only seven of these stages have been utilized by researchers and have not yet reached large-scale field trials for students. Cost and time constraints Researchers only use one step with reference to the fourth step.

### **Development procedures**

The first step is data collection, i.e. with the help of needs analysis, for example the use of a big book in its preparation, and depending on the scientific side, taking into account the time period and scope of the big book according to the researcher's discretion. Literature study, which serves as a basis for strengthening the big book in preparation. As well as previous research to find out the advantages and disadvantages of previous media.

Step 2, planning. In phase 2, researchers try to plan which products should be developed and used in sync with field needs. In addition, researchers select product development goals, objectives, and components that make up the product.

In the third stage, researchers developed a big book product and implemented a Pancasila student profile to improve students' literacy skills. The hope is to fill the product shortage in the field. Development products are needed to reward and offer solutions to existing conflicts, especially those related to improving students' literacy skills.

In the fourth step, the researcher gave a questionnaire to several experts who were considered competent in their field to carry out a pre-test. The PGSD lecturer at Surabaya State University claims to be an expert in materials, while the PGMI lecturer at Al Azhar University Menganti Gresik claims to be an expert in design. Madrasah Ibtidaiyyah, Faculty of Tarbiyah and Teacher Training, UIN Maulana Malik Ibrahim Malang. Educational therapist and subject teacher. Evaluation of a product is based on survey findings and expert advice.

The fifth step is checking the synchronous product input for material experts, design experts and learning experts. Some contributions, experts say, have several arguments, for example the shape of the font should be changed, the use of colors should not be too fancy, implicit concept models and the application of the Pancasila Basic Education student profile have been added.

In the sixth stage, extensive experiments were carried out on grade 1 elementary school students. Questionnaires were given to grade 1 students of Al-Muawanah Islamic Elementary School Surabaya, and students took both pre- and post-tests. Because the desired competencies are not appropriate, the question instruments used by students are in accordance with the question instruments used by experts.

After the researcher completed all the steps, the seventh step was the most important. Product development is completed by researchers in this phase according to the results achieved. Researchers will also examine this step as a final step.

## **Trials**

### **Trial Design**

Trial is a stage to find the effectiveness of the exercise book that has been developed. In this test, the development exercise book will be given to material experts and design experts, learning experts and handed over to grade 1 students at Al-Muawanah Islamic Elementary School, Surabaya.

## Test Subjects

In finding the affectivity of development exercise books. Trials will be carried out on material experts, design experts, learning experts, and field trials on grade 1 students at Al Muawanah Islamic Elementary School, Surabaya.

## Materials Expert

Content experts here are lecturers who are experts in minimum competency assessment material in improving students' literacy and numeracy skills. Qualifications in the material expert category:

- a. Mastering material related to minimum competency assessment
- b. Have insight into the exercise book being developed
- c. Willingness to become a validator of exercise books to improve students' literacy and numeracy skills

## Design expert

The selection of lecturers who become design expert validators are lecturers who are competent in learning design. Design experts provide suggestions and input on the exercise books being developed.

## Practitioner Expert

The selection of teachers who become learning expert validators are teachers who are competent in implementing assessments based on minimum competency assessments in terms of improving students' literacy and numeracy skills. Learning experts provide suggestions and input on the practice books being developed.

## Field Trials

The field trial was taken from grade 1 students at Al Muawanah Islamic Elementary School, Surabaya, with a total of 10 students.

## Data Type

In this type of development data, there are two types of data, namely quantitative and qualitative data. Quantitative data was obtained from questionnaires and student literacy and numeracy test results. Quantitative data was collected through expert and practitioner

questionnaires, student response questionnaires, pre-test and post-test results questionnaires.

Qualitative data is a description of quantitative data

Data Collection Instrument: observation, questionnaire, test, documentation. This analysis is a descriptive analysis that refers to the Miles and Huberman model. The data comes from observations and includes validators from material experts, design experts and practitioners. The stages of data analysis include: data processing, data reduction, data presentation, and drawing conclusions or verification. The following is an overview of qualitative data analysis in the development of big book research based on Pancasila student profiles. Analisis data kuantitatif

## **RESULTS AND DISCUSSION**

### **Results of Big Book Development Based on Pancasila Student Profiles**

Big Book Description Based on Pancasila Student Profile

Title: Big Book Based on Pancasila Student Profiles

Material: 6 dimensions of the Pancasila student profile

Target: Grade 1 SD/MI students

Supporting Software: Microsoft Word and Adobe Photoshop

Book Size: A4

Complete contents: consists of 6 big books and presents 6 stories related to the dimensions of the Pancasila student profile

Developer Name: Dr. Abdul Ghafur, M.Ag, Nuril Nuzulia, M.PdI, Abdul Ghaffar S. Th. I, MA



## Big Book Display Based on Pancasila Student Profiles



Figure 2. Big Book Cover Based on Pancasila Student Profile

This overall cover displays the identity and synopsis of the contents of the book inside. This book was prepared to answer students' needs regarding a collection of stories based on the Pancasila student profile. Big Book is a medium that displays larger pictures and writing with short storylines that are relevant to children's daily lives. The big book based on Pancasila student profiles can be a reference in developing student competencies in deepening national character.

### List of contents

<p><b>· BIG BOOK ·</b> — BERBASIS — <b>PROFIL PELAJAR PANCASILA</b></p> <p>Penulis Nuril Nuzulia, M.Pd.I. Dr. Abdul Gafur, M.Ag Abdul Ghaffar S.Th.I., MA</p> <p>Editor : Priyo Sudarmo Tata letak : @lmam Z Desain cover : Dany RGB</p> <p>Cetakan I, November 2023</p> <p>Diterbitkan oleh CV Mahata (Magna Raharja Utama) Anggota IKAPI DIY</p> <p>Beran RT 07, No.56, Ds. IX Tirtonirmolo, Kasihan, Bantul, DI Yogyakarta Telp. 0878-3981-4456, 0823-2755-0400</p> <p>Email: penerbit.mahata@gmail.com</p> <p>ISBN : 978-623-6480-92-2</p>	<p><b>DAFTAR ISI</b></p> <p>Bermain Layang-layang ..... 1</p> <p>Kukuruyuk.. Ayamku Berkokok ..... 9</p> <p>Negeriku ..... 17</p> <p>Agama Islam ..... 25</p> <p>Buah-buahan ..... 33</p> <p>Halaman Rumah ..... 41</p>
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Figure 3. Table of Contents

In this table of contents, all the contents in the book big book based on Pancasila student profiles are displayed, so that readers indirectly have an idea of the contents in the book.

## Book Contents View

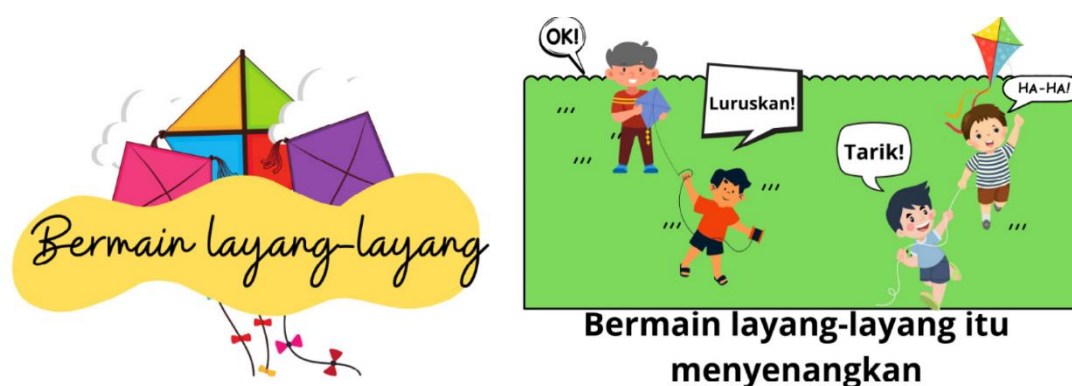


Figure 4. Display of book contents

This dimension of the Pancasila student profile is not an independent dimension but forms a unified whole. This dimension is the basis for making Indonesian students students with character, competence, capable of lifelong learning and applying Pancasila values in everyday life. Teachers have an obligation and are responsible for developing the dimensions of the Pancasila student profile for every aspect of students. To make it easier for teachers to develop Pancasila student profile values, the author provides a solution in the form of a big book with stories developed according to the 6 dimensions of the Pancasila student profile. This book consists of stories, including playing a kite, Kukuruyuk, my cock crowing, my country, Islamic religion, fruit, home page

## Big Book Validation Results based on Pancasila Student Profile

### Material Expert Validation

The results of the material expert assessment analysis obtained a percentage of 90.6%, meaning that the big book based on the Pancasila student profile was categorized as suitable for use as an exercise book for elementary school students and was ready to be tested. Input from material experts during the validation process was to add basic competencies (KD) regarding the dimensions of the Pancasila student profile for class 1. This was done because one story and another were interconnected. The story should not be too complicated, the content should be light in accordance with the daily life of grade 1 SD/MI students.

### Design Expert Validation

The results of the design expert assessment analysis obtained a percentage of 89.3%, meaning that the big book is categorized as suitable for use as a book that can improve literacy skills based on the Pancasila student profile for elementary school students and is ready to be tested. Notes given by design experts include adding assessment indicators to the

questionnaire because there are still several indicators that have not been included in the assessment, such as color and background of the application. Then the design expert also made notes to change the title of one of the dimensions to red so that it is easy to read, add instructions regarding the Pancasila student profile, change the font, make the image a little bigger, and look for matching colors throughout the big book.

#### Expert Practitioner Validation

The results of the expert practitioner assessment analysis obtained a percentage of 94.6%, meaning that the big book was categorized as suitable for use as a story book in terms of improving literacy skills for elementary school students and was ready to be tested. According to practitioners, no one has previously conducted research like this and the big book is worthy of being implemented in activities to increase reading literacy and instill the character profile of Pancasila students. Practitioners also provide additional notes on the validation assessment questionnaire to continue developing big book innovations to make it easier for students to learn and apply the Pancasila student profile. Practitioners hope that this big book can be shared widely to make it easier for other students to apply literacy skills based on the Pancasila student profile

#### **Big Book Interest Level Based on Pancasila Student Profile**

The level of interest of the big book is determined by the percentage of responses from grade 1 students as the main research subject. This questionnaire was completed after the students were given treatment in the form of a big book and learned to use this book for 2 months. The questionnaire was given to a sample of 10 students. Each student gets 10 questions related to the big book. The calculation results on the student response questionnaire obtained a percentage of 91.8%. Based on the value conversion in the table in chapter 3, this means that the big book is in the very interesting category for use as a tool in applying literacy skills.

#### **The Influence of the Big Book to Improve Literacy Skills Based on the Pancasila Student Profile**

To find out whether the big book is able or not to increase reading literacy and is based on Pancasila, it is measured based on the results of the pretest posttest and the results of observations during the research process. Pretest questions were given to students before receiving treatment in the form of a big book. This is done to determine the extent of students'

abilities in reading literacy. Meanwhile, the posttest questions are given after students have studied the big book. Uji normalitas data

This data analysis is used to find out whether the data obtained is normal data or not. The data normality test uses the Kolmogorof Smirnow model because the number of samples used is less than 30. The rule of the normality test is if the significance value is  $> 0.05$  then the data is normally distributed, and conversely if the significance value is  $< 0.05$  then the data is not normally distributed. Data normality test results obtained:

**Table 1.3 Data Normality Test Results**  
**One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		10
Normal Parameters <sup>a</sup>	Mean	.0000000
	Std. Deviation	5.42931648
Most Extreme Differences	Absolute	.194
	Positive	.194
	Negative	-.139
Kolmogorov-Smirnov Z		.614
Asymp. Sig. (2-tailed)		.845
a. Test distribution is Normal.		

The significance value in the data normality test results shows 0.845. Based on the normality test rules, the significance value is greater than 0.05, so the data is normally distributed.

### Hypothesis testing

The next analysis is hypothesis testing. Hypothesis testing in this research uses a paired samples t-test by taking two different averages (means) from the same subject. Hypothesis testing utilizes the SPSS 16.0 application. The conditions for the paired samples t-test are: If the calculated t value is  $< 0.05$  then  $H_0$  is accepted, if  $> 0.05$  then  $H_0$  is rejected.

**Table 1.4 Paired Samples T-Test Results**

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	70.80	10	4.442	1.405
	posttest	90.40	10	6.450	2.040

Based on the data above, it is known that the average (mean) on the pretest is 70.80. Meanwhile, the average on the posttest is 90.40. The data above shows that the average from pretest to posttest increased. In the table above it is also known that the results of the standard deviation from the pretest are 4.442 and the standard deviation from the posttest is 6.450. The deviation distance in the pretest results is smaller than the deviation distance in the posttest. This means that before being given treatment in the form of a big book, the average reading literacy ability was almost the same considering that the sample was taken using a purposive sampling technique by prioritizing students who lacked literacy skills.

From the information above, it can be concluded that the use of big books can improve reading literacy skills in grade 1 SD/MI.

**Table 1.5 Paired Sample T-test Correlation Results**

		Paired Samples Correlations		
		N	Correlation	Sig.
Pair 1	pretest & posttest	10	-.540	.107

Based on the table above, the significance value in the correlation of pretest and posttest values is 0.107, meaning the significance value is more than 0.05.

**Table 1.6 Paired Sample T-test Results**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest - posttest	-19.600	9.606	3.038	-26.471	-12.729	-6.453	9	.000

In the table above, the significance value is  $0.000 < 0.05$ . These results indicate that there is a significant influence between reading literacy in grade 1 SD/MI students before being given treatment in the form of a big book and after. The conclusion obtained from the overall calculations is that this big book can effectively improve reading literacy skills.

#### Observation Results of Increasing Reading Literacy Using Big Books

Observations on the development of reading literacy were carried out through 3 stages, namely the stage before giving the big book, the stage giving the big book and the stage after giving the big book. The stage before giving the big book was carried out at school, because currently the Covid-19 outbreak has decreased slightly in June 2023. The second and third stages were carried out for 2 months at each student's home. In the first week, students are introduced to the big book, in the second to seventh week, students study practice books using the big book, and in the eighth or final week, students are given posttest questions to see the students' abilities in the big book.

At the stage before giving the big book, it was discovered that reading literacy skills in applying the Pancasila student profile were very low. Then the researchers gave pretest questions to see the extent of students' knowledge about the big book based on the Pancasila student profile. Based on the pretest results, it is known that only 48% of students answered correctly. Next is the stage of giving the big book. This stage is carried out for approximately 2 months. In the first week the researcher explained the various features contained in the big book and how to use them. In the second week and beyond, students use big books when learning to read. The third stage is the stage after giving the big book. This stage is carried out in the last week. Students were given posttest questions to measure the extent of students'

knowledge after studying using the big book for 2 months. After being given posttest questions, each student received a student response questionnaire to the big book.

## CONCLUSION

Based on the development of the big book to improve literacy skills based on the profile of Pancasila students which went through several stages of development and the results of trials that have been carried out, the researchers concluded as follows: This development resulted in a product in the form of a big book which was produced through several stages of research and R&D development from Borg and Gall with a series of designs, expert validation tests and trials. This product has components as a big book with valid criteria. The book was developed to improve literacy skills based on the profile of Pancasila grade 1 elementary school students. The implementation of the big book was carried out by looking at students' interest in the book so that an increase in the literacy of grade 1 elementary school students was obtained. The results of the pretest and posttest show that there was an increase in literacy after using the big book based on the Pancasila student profile. The effect of using a big book can be proven from pretest and posttest data calculated using inferential data analysis showing that there is a significant influence between reading literacy in grade 1 students at SD Al Munawwariyah Surabaya before being given treatment in the form of a big book and after. The conclusion obtained from the overall calculations is that this big book can effectively improve reading literacy skills.

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