Language Encyclopedia on Fable Story Material to Develop Creative Thinking Skills in Grade II Students

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Abstract: This study aims to develop a Language Encyclopedia media to foster creative thinking skills that are appropriate for Indonesian language subjects on fable material. This study uses the ADDIE development model (Analysis, Design, Development, Implementation and Evaluation). The subjects of this study were second-grade students and second-grade teachers of SD Negeri 01 Wirotaman, Ampelgading. Data collection methods used observation and questionnaires. The instruments used in this study were validation questionnaire sheets and teacher response questionnaires. The questionnaire sheets of experts or validators used a 4-point scale ranging from less to very good. From the results of the validation assessment by media experts obtained 94% with a very valid category, by language experts obtained 80% with a valid category, by material experts obtained 82% with a very valid category. Meanwhile, in the results of the practicality test by teachers obtained 88% with a very practical category and students obtained 82% with a very practical category. So this media is said to be valid and practical for use in learning. Teachers can use this language encyclopedia media to foster creative thinking skills.

Keywords: Language Encyclopedia, Fable Stories, Creative Thinking.

PRELIMINARY

Today's education is expected to produce human resources with strong communication and collaboration skills, expertise in using technology, creative and innovative thinking skills, and problem-solving abilities (Andrian, 2019). Education is implemented because it is a strategic tool for nurturing the younger generation and instilling life values (Krissandi, 2018). Reading habits are crucial and must be developed from an early age to improve the quality of education (Aswat & Nurmaya G, 2019). Building a Culture of Literacy Awareness, Dr. Ngainun Naim, in his book "Geliat Literasi (2015)," writes in his foreword that one way to create progress in a region's civilization is by fostering a tradition of literacy.

In the 21st century, education is increasingly crucial to ensure students have the skills to learn and innovate, to use technology and information media, and to survive through life skills (Murti, 2015). The demands of this century have made the younger generation thirsty for reading, both domestic and international (Surangga, 2017). The introduction of technology is also increasingly emphasized, and there are still some areas where access to adequate educational resources, including books and technology, is still inaccessible, creating a barrier (Ahmadi, 2017). This reality requires educators to present collaborative learning content to truly prepare students for the realities of the 21st century (RD Prayogi, 2020).

The lack of interest among lower-grade students in understanding storytelling material presents a challenge for teachers in creating engaging learning media (Malikah, 2023). This lack of interest among lower-grade students in understanding storytelling material stems from teachers' continued use of lecture methods, which often seem boring to students. However, when children are asked to read fairy tales from their printed books, they lack enthusiasm and interest. Because students feel the need to learn from something real, pictures depicting characters in fables are needed so that students can imagine the animals in the fables and encourage creative thinking. Creativity also aims to enable teachers to create diverse learning activities to meet the various ability levels of students, thus optimizing their potential (Rohaniawati, 2016). Therefore, researchers took the initiative to develop fairy tales using an encyclopedia as a learning medium.

An encyclopedia is a collection of texts containing explanations that store comprehensive and quickly understandable information about all branches of knowledge within a particular branch of science, organized into articles on a single topic (Hakim, Lukmanul, 2016). Psychological scientists Robert Gagne and Briggs argue that learning media is an element within the learning domain that presents various information to stimulate students' motor skills, which can take the form of books, films, and other materials (Junaidi, 2019). With engaging learning media, students' curiosity will increase, thereby enhancing their attitudes, skills, and knowledge (Putri RH, 2022). The material used is a fairy tale

Fables are stories about the lives of animals. They are very popular with lower-grade students, but they often find them bored and have difficulty reading due to the lengthy text (Krissandi and Apri Damai, 2018). The advantage of fables is that they

stimulate both the right and left brains of students, allowing them to expand their vocabulary. They also stimulate children's listening and listening skills (Siti Ainuniyah, 2023). Research by Aimatul (2022) used flipbooks in fable learning materials, employing the 4D model, stopping at Develop (Define, Design, Develop). This study, however, employed the ADDIE model.

According to Ni Cintia (2018), creative thinking requires children to have problem-solving skills, develop a variety of answers, and master answers. The main characteristics of higher-order thinking skills are critical thinking and creativity (Conklin, 2012). Stern & Huber (in Rahmawati, Mardiyana, and Subanti 2014:381) state that learning to construct new understanding is derived from Piaget's concept, namely active discovery by students themselves. A developmental progression is crucial for creating an environment where students can discover new principles once they have assimilated previous concepts. This increasingly competitive world demands that its generation be intelligent, creative, and innovative (Surangga, 2017). Students' lack of willingness to think creatively when solving math problems is also caused by the weak use of language in math textbooks and illustrations that are not communicative and interactive (BS Anggoro, 2015).

Creative thinking is the ability to generate new ideas from the information they receive. This ability is the initial stage in developing students' cognitive abilities, which then emerge as learning outcomes (Fettes & Judson, 2011). With creative thinking skills, students are expected to develop themselves by making decisions from various perspectives to solve problems. Creative thinking is key to self-development, therefore, every student is expected to have a good level of creative thinking.

Based on the results of pre-research conducted by researchers at SDN 1 Wirotaman, grade II students on November 24, 2023, several problems were still identified, particularly in the lack of variety in the media used by teachers in teaching and learning Indonesian. The researchers conducted observational research. Due to the lack of varied media, students experienced difficulty understanding the material presented by the teachers. The researchers plan to develop learning media in the form of an encyclopedia. The encyclopedia will be written using communicative language and engaging images, thus facilitating students' creative thinking skills.

Research conducted by Heli (2021) found that developing Indonesian language learning media using pop-up picture books for fairy tales was very effective. Laila (2023) also developed pop-up-based media for fairy tale texts, and found it valid and practical. Another related study was conducted by Y Fitriana (2024) on the Bahasapedia (Bahasa Indonesia Ensiklopedia) media based on fables. Based on this, this study differs from previous research, specifically the use of language encyclopedias as learning media, which contain fables for second-grade elementary school students.

The researcher created a language encyclopedia containing definitions and stories. This version of the encyclopedia uses fables as its primary material, as fables are common in second-grade elementary school. The researcher also created the stories and designs for this learning media. The language encyclopedia uses language and stories that are easily understood by lower-grade students and contains stories that encourage creative thinking because the stories are relevant to real life. Furthermore, it has an engaging display that attracts students' attention, including animal images. This learning media has been specifically designed for second-grade elementary school students, in accordance with the material covered in that grade.

METHOD

This study uses a research and development (R&D) model, a research method used to produce products and test their effectiveness (Sugiyono, 2015). In the field of education, research and development (R&D) (Haryati, 2012) is a research method used to develop or validate products used in education and learning (Hanafi, 2017). In this study, researchers developed an encyclopedia as a suitable and effective learning medium for use in teaching and learning activities. This learning medium can be used by second-grade students on fable stories. The test subjects for this encyclopedia included media experts, language experts, material experts, teachers, and second-grade students at SD Negeri 01 Wirotaman, Ampelgading District, Malang Regency.

This research model adapts the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). The ADDIE model is a learning system design model that shows the basic stages of learning system design that are simple and easy to learn (Durak, Gurhan, 2016).

Tabel 1. Diagram ADDIE
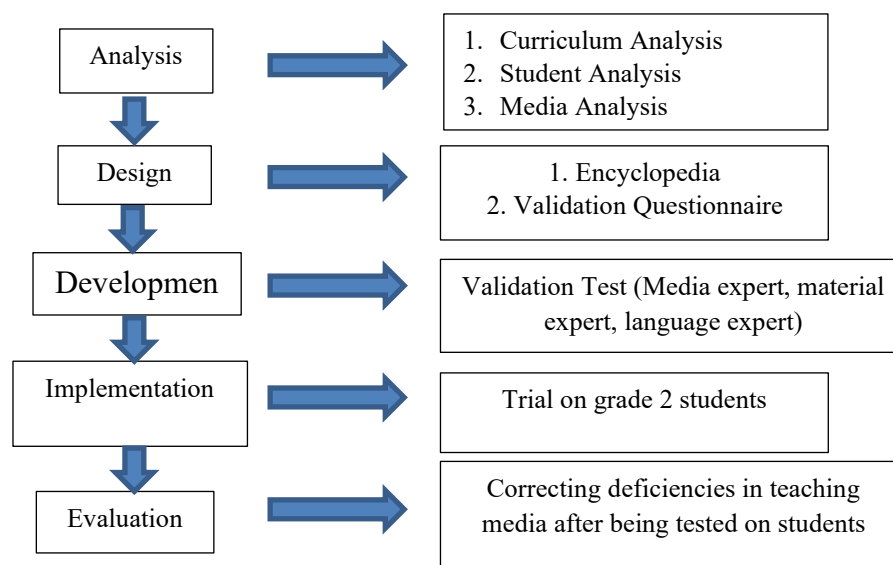
Source: Sugiyono, 2020:394

This research aims to produce learning media capable of fostering students' creative thinking. The resulting product will be an encyclopedia of fable stories. This encyclopedia will be used for second-grade elementary school students. The researcher's rationale for conducting this study was the lack of student interest in learning fables, which often seem to involve a lot of reading text. Furthermore, to prevent students from becoming bored with the lecture method used by teachers, this encyclopedia will feature engaging images and information for students. It will use easy-to-understand language and stories that are relevant to real life. A product trial of the language encyclopedia development was conducted to determine the validity and practicality of the product. The following trials were conducted: (1) a limited field test, which validated the product with media experts, material experts, and language experts to identify shortcomings and serve as considerations for improving the learning media. (2) a broad field test, conducted with second-grade students at SDN 01 Wirotaman by administering a questionnaire.

The subjects of this study were teachers and second-grade students at SDN 01 Wirotaman, consisting of 10 students, media experts, material experts, and language experts. This was used to determine the feasibility of the developed media. Furthermore, the data collection instrument used in this study was a questionnaire. The questionnaire used was a validation questionnaire and a teacher response questionnaire to determine the effectiveness of the developed media. The research used questionnaires administered to

media experts, material experts, and language experts to determine the validity of the learning media. The questionnaires used by the experts or validators used a 4-point scale, with criteria ranging from poor to very good.

The data analysis techniques used in this study were quantitative and qualitative. Quantitative data consists of scores obtained during the validation process. Qualitative data comes from input or suggestions from experts and observations of classroom teachers. Data analysis from validation by media experts, content experts, and language experts uses the following assessment criteria.:

$$\text{Value Criteria} = \frac{\text{Total Scores Obtained}}{\text{total score}} \text{ x } 100\%$$

Table 2. Percentage Criteria for Validity Level

Value Achievement Criteria	Validity Level
81% - 100%	Very valid
61% - 80%	Valid
41% - 60%	Less valid
0% - 20%	Not valid

Sumber : Akbar, 2017 dalam Gulo & Harefa, 2022:294

The criteria for assessing practicality by teachers are as follows:

$$\text{Value Criteria} = \frac{\text{Total Scores Obtained}}{\text{total score}} \text{ x } 100\%$$

Table 3. Practicality Assessment Criteria

Kriteria Pencapaian Nilai	Tingkat Kevalidan
81% - 100%	Sangat praktis
61% - 80%	Praktis
41% - 60%	Kurang praktis
0% - 20%	Tidak praktis

Sumber: Akbar, 2017 dalam Gulo & Harefa, 2022:294

RESULTS

This research aims to develop an encyclopedia-based learning medium for second-grade elementary school students. The product is an encyclopedia book, complete with engaging illustrations and interesting facts about animals. It is designed to foster students' interest in reading and creative thinking. Furthermore, students are able to learn positive messages from the fables, as the stories are based on real-world situations. The development process involved several stages: preliminary study, product design, expert validation, product revision, and limited trials.

The developed encyclopedia has been compiled into a picture book using language easily understood by second-grade students. This encyclopedia presents fables designed not only to entertain but also to educate. The stories contain moral messages relevant to real life and are written in a simple, accessible language for second-grade students. The presence of supporting visual illustrations further enhances the book's appeal, enhancing reading interest and fostering creative thinking.

Figure 1. Encyclopedia Book Media Design with 3 Fable Stories before validation

Figure 2. Media Design of Encyclopedia Book with 3 Fable Stories after validation

The differences between the designs before and after validation show improvements in visual appearance, the addition of elements such as character introductions and author names, and improvements to the image layout. These improvements were based on input from media experts and aimed to increase the media's appeal and understanding.

The assessment aspect table shows that the assessments were conducted by three different validators based on their respective indicators. The media expert assessed visual appearance and design (8 indicators), the language expert assessed readability and sentence structure (5 indicators), while the material expert focused on the appropriateness of the fable content to the curriculum (7 indicators). The scores obtained indicate that the media was deemed appropriate and very appropriate without requiring major revisions, only minor adjustments as suggested by the validators. After the validation process, the encyclopedia media was trialed on a limited basis with teachers and second-grade students at SD Negeri 1 Wirotaman. The assessment was conducted using a questionnaire that measured the media's practicality and understandability. The validation results are presented in the following table:

Table 4. Validation results from media experts, language experts, and material experts

No	Assessment Aspects	Validator	Score (%)	Category
1	Appearance, design, and visuals	Media Expert	94%	Very valid
2	Language and readability	Linguist	80%	Valid
3	Suitability of fable material	Materials Expert	82%	Very valid

Source: Results page 9

A. Appearance, Design, and Visuals – Score 94% (Very Valid)

This high score was achieved because the encyclopedia media has a very attractive visual design and is in accordance with the characteristics of second-grade elementary school students. There are 8 indicators assessed by media experts, such as: (1) Proportional placement of illustrations, (2) Color suitability to the theme, (3) Consistency of page layout, (4) Neatness of layout, (5) Clearly legible font size, (6) Character illustrations that match the content of the story, (7) Overall aesthetics of the media, (8) Balanced image-text proportions. The validator also provided small notes to improve the appearance, such as adding character introductions at the beginning of the story and clarifying the author's name, but overall the media display has met or even exceeded expectations, so the score of 94% is categorized as very valid.

B. Language and Readability – Score 80% (Valid)

The assessment by language experts uses five indicators: (1) Appropriateness of language use to the student's developmental level, (2) Effective and communicative sentences, (3) Correct grammar, (4) Appropriate vocabulary, and (5) Consistent spelling. A score of 80% reflects that the language used is valid and adequate in terms

of readability and comprehension. However, there are several revision notes, such as inconsistent capitalization and certain spelling errors that still need improvement. Therefore, the score is not optimal but remains in the acceptable category without the need for major revisions.

C. Fable Material Suitability – Score 82% (Appropriate)

This aspect was assessed by material experts based on 7 indicators, including: (1) The suitability of the story content to the second-grade curriculum, (2) The accuracy of the moral message in the story, (3) The relevance of the characters to the story's theme, (4) The clarity of the storyline, (5) The suitability of the content's difficulty level to the students' age, (6) The suitability of the material to the learning objectives, (7) The story's potential to stimulate creative thinking. A score of 82% indicates that the story's content is relevant, communicative, and appropriate to learning needs. Minor revisions were given in the form of suggestions for students to be given the opportunity to retell the story orally, as a form of strengthening their understanding and reflecting on the moral values of the story.

Table 5. Practicality values of teachers and students

No	Respondents	Score	Category
1	Teachers	88%	Very Practical
2	Students	82%	Very Practical

Sumber: Hasil halaman 10

a) Teacher – Score 88% (Very Practical)

A score of 88% from teachers indicates that this encyclopedia media is considered very helpful in the learning process, both in terms of material delivery and student engagement. Teacher assessments include several indicators, including: (1) The media's suitability for learning objectives, (2) Ease of use of the media during teaching, (3) The media's appeal to students, (4) The media's ability to stimulate discussion or interaction in class, (5) The media's effectiveness in conveying the fable's content contextually.

b) Students – Score 82% (Very Practical)

This score indicates that students directly benefit from using this media. Indicators assessed include: (1) Level of interest in the media's content and presentation, (2) Ease of understanding the story and moral message, (3) The media's ability to stimulate a desire to read, (4) Convenience in using the media independently.

DISCUSSION

1. Feasibility of the Fable Story Encyclopedia Learning Media

Technological developments and 21st-century learning approaches demand the use of innovative and contextual media in teaching and learning activities. One learning medium that can support this is literacy-based visual media, such as encyclopedias, which not only convey information but also stimulate students' imagination and creativity (Putri et al., 2022). The fable story encyclopedia developed in this study underwent validation by three experts: a media expert, a linguist, and a material expert. Based on the National Standards and Standards Agency (BSNP) standards, learning media is considered very feasible if it achieves a score of 90% or greater. The media expert's validation rate reached 94%, indicating that the encyclopedia meets the criteria for visual quality and presentation. The language and material experts also gave scores above 80%, categorizing it as feasible. Therefore, overall, this media is considered very feasible according to the BSNP feasibility scale conversion.

This media was declared suitable for use because it met several important indicators, such as the suitability of the content to basic competencies, language readability tailored to the abilities of second-grade elementary school students, and attractive and communicative visual displays. This aligns with Mustami's (2015) opinion, which states that learning media is valid if there is consistency and interconnectedness between the content, presentation, and display components.

The ADDIE stages begin with Analysis, where researchers analyze the curriculum, student characteristics, and teaching media needs. In the Design stage, researchers develop a concept for an encyclopedia book that aligns with the fable material. Next, Development is carried out by creating an initial product and validating it through media, language, and materials experts. The Implementation stage involves limited trials with students and teachers. Finally, the Evaluation stage is used to assess the media's effectiveness through feasibility and practicality assessments. This research also supports the findings of Hala (2015), who stated that if all assessment aspects meet the feasibility criteria, the media can be used effectively in the learning process. This fable encyclopedia can be a solution to the problem of low student reading interest due to the dominance of long texts without visual support. The

illustrations of animal characters in the story make it easier for students to understand and connect the story's content to their real-life experiences, ultimately fostering creative thinking skills.

2. Practicality of Encyclopedia Media in Learning

In addition to being suitable in terms of content and presentation, this encyclopedia media was also tested for its practicality. A limited trial was conducted with teachers and second-grade students at SD Negeri 1 Wirotaman. Based on questionnaire results, teachers scored 88% (Very Practical) and students scored 82% (Appropriate). Teachers considered this media practical for use as a teaching aid because it not only facilitated the delivery of material but also captured students' attention and stimulated discussion and understanding. Furthermore, students found the use of easy-to-follow images and short stories helpful, encouraging them to read and retell the story in their own words. This aligns with the principles of constructivist learning, which prioritizes direct learning experiences to build understanding (Stern & Huber in Rahmawati et al., 2014).

These findings are supported by research by Kumala et al. (2023), which emphasizes the importance of technology and media in facilitating practical and enjoyable learning. Furthermore, Sari et al. (2021) also stated that learning media developed with student context and a visual approach in mind tend to be more practical and preferred by elementary school students. Thus, the fable encyclopedia developed in this study is not only content-appropriate but also practical and easy to use for both teachers and students. This makes this medium a learning alternative capable of meeting the challenges of the 21st century, particularly in fostering creative thinking skills and early reading literacy.

CONCLUSION

The fable story encyclopedia learning media developed has proven to be feasible and practical for use in second-grade elementary school. Validation results indicate that the media meets the content, language, and visual aspects in accordance with BSNP standards. Trials with teachers and students demonstrated positive responses regarding the media's ease of use and effectiveness in improving student understanding and

creativity. It is recommended that this media be further developed in digital format to support 21st-century learning.

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