



Development of big book media on songket weaving activities in Riau for elementary school

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ABSTRACT

The lack of engaging learning media is one of the challenges in the teaching and learning process. This study aims to describe the development process and produce a Big Book themed on weaving *songket* fabric from Riau, integrated into the lesson on muscle force and friction for fourth-grade elementary students. This research uses the 4D development model (Define, Design, Develop, and Disseminate). The subjects involved six validators: two material experts, two language experts, and two design experts. Data collection was conducted through validation sheets for each expert field. The data were analyzed using qualitative and quantitative methods. The results showed that the developed Big Book media is highly valid and suitable for use in IPAS learning. Material experts confirmed that the content is appropriate and relevant to the curriculum, language experts stated that the language is clear and easy for students to understand, and design experts noted that the visuals are attractive and support the learning objectives. Overall, the Big Book was assessed as interesting, communicative, and easy to follow. Additionally, it effectively connects the science concepts of muscle and friction forces with local cultural wisdom through the traditional activity of *songket* weaving, making learning more contextual and meaningful for students.

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ABSTRAK

Kurangnya media pembelajaran yang menarik menjadi salah satu kendala dalam proses belajar mengajar. Penelitian ini bertujuan untuk mendeskripsikan proses dan menghasilkan media Big Book bertema kegiatan menenun kain songket Riau pada materi gaya otot dan gaya gesek untuk peserta didik kelas IV Sekolah Dasar. Penelitian ini merupakan jenis penelitian pengembangan dengan model 4D (Define, Design, Develop, dan Disseminate). Subjek penelitian meliputi enam validator, yaitu dua ahli materi, dua ahli bahasa, dan dua ahli desain. Teknik dan instrumen pengumpulan data dalam penelitian ini berupa lembar validasi ahli materi, lembar validasi ahli bahasa dan lembar validasi ahli desain. Teknik analisis data yang digunakan dalam penelitian ini adalah analisis data kualitatif dan analisis data kuantitatif. Berdasarkan hasil penelitian dapat disimpulkan bahwa media big book dinyatakan sangat valid dan layak digunakan dalam proses pembelajaran IPAS. Hasil validasi menunjukkan bahwa media dinilai sangat valid oleh para ahli. Ahli materi menilai isi sudah sesuai dan layak, ahli bahasa menyatakan bahasanya mudah dipahami peserta didik, dan ahli desain menilai tampilannya menarik serta mendukung pembelajaran. Media big book ini dinilai menarik, komunikatif, mudah dipahami, dan mampu mengaitkan materi pembelajaran gaya gesek dan gaya otot dengan kearifan lokal melalui kegiatan menenun kain songket Riau.

Kata Kunci: gaya gesek; gaya otot; media big book; menenun kain songket

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INTRODUCTION

The educational process is structured according to the subjects set by the Kementerian Pendidikan dan Kebudayaan. One of the important subjects taught since the elementary school level is the Indonesian Language. The primary goal at this level is to help students communicate effectively in Indonesian. Indonesian language learning is designed to improve students' ability to write and speak effectively (Suparlan, 2020). Additionally, each student has a different level of understanding. Not all students can learn at the same pace. This difference arises due to various factors, one of which is the ability to grasp and understand information. Some students require more time to understand the lesson content fully; they should not only read the text but also grasp its underlying meaning. This means that learning is not only about reading but also about the depth of students' understanding of what they read (Qurrotaini & Putri, 2024).

One way to address differences in students' understanding levels is to use consistent learning media in the teaching and learning process. Media not only disseminate information but also help create harmony in the reception of material. In certain situations, media can guide the learning process more systematically and provide feedback that reinforces students' understanding. During the learning process, media plays an important role as a two-way communication bridge between teachers and students. One effective and widely used medium is visual media. This medium helps learners grasp messages more clearly and concretely, as information is conveyed not only through words but also through images, graphs, or other visual forms that are easy to understand and capture attention (Amaliyah *et al.*, 2023).

One common problem in learning is the limited availability of supporting media for students' reading activities. Reading materials often come only from teachers' manuals or textbooks, resulting in very little variation in content. As a result, many students find it difficult to understand word meanings, grasp sentence structure, and develop a comprehensive understanding of the text. The absence of engaging media, such as large books, is a major obstacle. However, big books can convey stories or information visually and interactively, making them more appealing to elementary school students. Without media like this, reading activities tend to be rigid and less effective in fostering reading interest and the ability to understand texts in depth (Warsilah, 2020). Furthermore, research indicates that many educators still rely on conventional, teacher-centered methods (Ramadani *et al.*, 2024). This pattern makes the learning process less interactive and limits students' active role in the classroom. The teaching methods are also not fully effective due to the limited and inconsistent use of learning media to meet students' needs. On the other hand, many educators still rely too heavily on textbooks as the sole source of learning. However, the material available in textbooks is often insufficient to meet all students' learning needs, particularly for deeper understanding or more engaging approaches. Without enrichment from other media, the lesson feels monotonous and less stimulating to students' curiosity.

Interviews with fourth-grade educators at SDN 194 Pekanbaru on January 18, 2025, revealed that the school faces several obstacles. One of the main problems is the limited supporting media, particularly projectors. Currently, the school has only three projectors, which are used on a rotating schedule, so educators cannot always use these tools to support visual learning. The most frequently used teaching methods are verbal presentations such as lectures, question-and-answer sessions between educators and students, and group discussions. Some supplementary media, such as student textbooks, educator handbooks, and videos, are occasionally used to support the material. In IPAS lessons, educators also aim to take students directly outside the classroom to observe firsthand what they are learning. Additionally, facilities such as books and reading corners in each class are helpful, but IPAS learning still faces obstacles.

To address the issues outlined previously, the researcher designed a practical, strategic solution. This solution involves developing learning media in the form of a large-format book that is not only visually appealing but also facilitates students' understanding of the reading content. More than a reading aid, this large book is specifically designed to integrate local wisdom values from Riau. The aim is for students not only to learn to read but also to gain a deeper understanding of their own regional culture. One form of media used is a large-format book with interesting illustrations, known as a big book (Amelia & Muzakki, 2024). This type of book is a story-based reading material that is distinctive because it includes more text and images, making it suitable for use by educators and students together in learning activities (Kurniawati, 2023). The advantage of large books lies in their ability to capture students' attention through colorful, visually appealing displays. The combination of engaging illustrations and large text helps create a balance that makes it easier for learners to understand the story's content. This indirectly fosters students' interest in reading, thereby improving literacy (Wandira *et al.*, 2023).

To cultivate students' interest in learning, one effective strategy is to design engaging learning media for each stage of the activity. Media that meet needs can increase engagement and learning quality. Students are generally more interested in visual materials, such as those presented in big books. This media not only conveys information but also sparks interest and motivation and provides positive stimulation in the classroom. Big books are the right choice because they have large letters, interesting illustrations, and combine text and images. Their large format facilitates teachers' adaptation of the content to the desired learning theme (Sari *et al.*, 2025).

This learning media is designed to incorporate elements of Riau's local wisdom, enabling students to learn about the culture, values, and richness of their region. This approach not only broadens cultural horizons but also fosters a sense of belonging and pride in local heritage. The customs introduced in learning contain values that enrich students' understanding of the material and meaningfully shape their personalities. Big books that highlight local wisdom have great potential to broaden the perspectives of elementary school students. Beyond serving as teaching material, this medium also functions as a contextual educational tool for introducing the unique culture of Riau. With locally relevant content tailored to the child's developmental stage, this media optimally supports learners' cognitive and social development (Muzdalifah & Subrata, 2022).

This research is supported by studies indicating that students can also use this large-book media for independent learning at home. In addition to its attractive form and illustrations, it is also color-coded to capture students' attention, thereby increasing interest in reading it (Wandini *et al.*, 2020). Other research indicates that large books are effective in providing an overview of students' conceptual understanding because the balanced use of images and text enables students to grasp the material's meaning (Dewi & Yanti, 2021). The difference between this research and previous studies lies in the integration of local wisdom values, specifically through the weaving of typical Riau songket cloth, which serves as the context for learning concepts of muscle and friction forces. This makes the developed media not only visually appealing and supportive of self-directed learning, but also enriches students' learning experiences through local cultural content. This is what makes this research novel. Therefore, this research aims to describe the process and produce a large book on the process of weaving Riau songket cloth for fourth-grade elementary school students, covering the topics of muscle force and friction.

LITERATURE REVIEW

Learning Media

Learning media are tools or forms of teaching materials used in the teaching and learning process to help students understand the material presented. Learning media are assistive tools used to support the smooth running of the learning process, making it more effective and achieving optimal results (Fadilah *et*

al., 2023). With the presence of media, the delivery of material becomes more focused, easier to understand, and more effective at attracting students' attention. Learning media are tools or means used to support the learning process and achieve learning objectives. Its function is not only to complement but also to serve as an important component that helps students understand the material more clearly and engagingly (Silmi & Hamid, 2023).

Additionally, any medium that can stimulate students' minds, emotions, and interests through various methods of information delivery can be considered learning media (Daniyati *et al.*, 2023). Learning media not only convey messages but also strengthen the learning process, making it more efficient and providing a richer experience. This type of media helps learners acquire information in an engaging and easily understandable way, thus optimizing learning outcomes. As a means of communication between educators and students, learning media supports the effective delivery of material. More than a tool for conveying information, it plays an important role in stimulating interest, building motivation, and encouraging active student engagement, thereby helping students understand the material more deeply and meaningfully (Apriningrum & Samsudin, 2024).

The types of learning media are very diverse and are generally divided into three main groups. First, audio media, which involve only the sense of hearing, such as radio or sound recordings, are suitable for conveying information orally. Second, visual media, which rely on the sense of sight, such as images, photos, graphics, or illustrations, serve to convey information in an attractive visual form that facilitates understanding of both concrete and abstract concepts. Third, audiovisual media, which combine sound and images, such as videos and films, can engage multiple senses and make learning more interactive and easier for students to understand (Ardini & Safran, 2024; Faujiah *et al.*, 2022).

Big Book

Media big books are generally large-format books designed for children, featuring attractive illustrations and large text. This format is designed to make the reading content easily visible and understandable to students, particularly when used in classroom group learning. A big book is a large-scale learning medium designed so that all students in the class can clearly see its contents. (Triana *et al.*, 2020). Its large size, both in images and text, makes it well-suited for use in the early grades. This aligns with the learning needs of students in the early stages, who find it easier to understand material through striking and easily readable visual displays. Educators use big books as teaching aids because they are designed in large format, both in text and illustrations, making it easier for students to visualize the content (Nurdhiana, 2023). Big books are a category of picture books that are visually appealing and facilitate understanding, particularly for learners in the early stages of education. A big book is a form of illustrated literacy work that is enlarged in both text and illustrations. Its main characteristic is that the visual display is enlarged for easier viewing together. The main goal is to support shared reading activities, both between educators and students in the classroom and between parents and children at home, making the reading process more interactive and enjoyable (Harjanty & Muzdalifah, 2021).

Weaving Riau Songket Cloth

Local wisdom in Indonesia encompasses a diverse range of cultural elements spread across various regions, each with its own unique characteristics. In Malay society, local wisdom values are passed down from generation to generation, often through folk tales that are alive within the community. In Riau, local wisdom not only helps preserve culture but also supports the conservation of natural resources and the development of key elements, including beliefs, literature, and moral values. One tangible manifestation of the strength of Riau Malay culture is the traditional craft heritage dating back to the Siak Kingdom,

namely Tenun Songket Riau Malay. The process of making this fabric involves weaving a base thread interspersed with gold or silver threads, creating distinctive patterns and motifs. Riau Malay songket comes in various colors and motifs, each carrying a symbolic meaning that reflects the worldview and values of its community. (Purwati *et al.*, 2021). Tenun is the result of a craft that produces fabric made up of threads that cross each other (Elfianto *et al.*, 2021).

IPAS Material: Force and Friction

The material on muscle force and friction is an important part of IPAS learning in elementary school (Setyaningrum *et al.*, 2024). Friction is the force that arises when two surfaces of objects come into contact and move in opposite directions. The magnitude of friction depends on the roughness of the surfaces in contact and on the magnitude of the normal force (pressure) that acts to push them together (Andriani *et al.*, 2021). Muscle strength is the force generated by the work of the human body's muscles. Therefore, any movement that involves force from our body, such as when working with clay, is a real example of the application of muscle strength (Arruum & Dessty, 2024).

METHODS

This research falls under the category of development research using the 4D model, developed by Thiagarajan *et al.* in 1974. This model consists of four stages: Define, Design, Develop, and Disseminate. In Indonesian, the 4D development model is translated as *pendefinisian* (defining), *perancangan* (designing), *pengembangan* (developing), and *penyebaran* (disseminating). However, in its implementation, this research only reached the initial three stages of Define, Design, and Development because the process of developing the big book media based on Riau's local wisdom was still in the validation stage.

Here is a breakdown of 4-D development tailored to big book media development research:

1. Define Phase

The purpose of this phase is to establish and define needs within the learning process. The define phase is the stage of problem analysis and identification, during which information related to the product to be developed is obtained.

2. Design Phase

The purpose of this phase is to design the learning materials to be developed to produce a device prototype. Broadly speaking, this design phase includes three steps: media selection, media format selection, and initial media design.

3. Development Stage

The goal of this stage is to produce a revised product based on expert input and suggestions. This development stage includes expert validation using expert validation instruments for content, language, and design/media. Expert evaluation or validation can be determined based on the eligibility criteria derived from the average respondent score. The calculated average respondent score is then converted according to the eligibility conversion table to determine the level of learning media eligibility according to the respondents.

Additionally, the validation process included six validators: two content experts, two language experts, and two design experts. Each validator possessed expertise and experience in their respective fields. For data collection, the researcher used validation sheets for each subject area, language, and design, and assessed them using a Likert scale. The data analysis conducted included both qualitative and quantitative approaches to comprehensively and in-depth describe the results.

RESULTS AND DISCUSSION

During the limited trial phase, the developed big book media were used to teach the material on muscle and friction forces in class IV. Based on the results provided after using the media, there was a significant improvement in student understanding. Additionally, during the learning process, students appeared more enthusiastic and engaged when using the big book media, particularly because of the illustrations and local cultural content relevant to their lives. This increase in learning outcomes is consistent with Heinich's opinion that engaging visual media can enhance students' attention and retention. Additionally, Piaget's constructivist learning theory also supports these findings, as learning is more effective when students can connect new material to their familiar experiences or culture. This result is also consistent with previous research showing that big books can help students learn more independently due to their simple and engaging presentation. However, the uniqueness of this research lies in the integration of local wisdom in the form of Riau Tenun songket cloth as a learning context, which has not been widely explored in similar studies.

Define Stage

At the definition stage, the researcher identifies the problem and analyzes learning needs to inform media development. The results of observations and interviews with fourth-grade teachers indicate that the material on muscle force and friction remains abstract and not particularly engaging. The media used has not effectively visualized the concept, making it difficult for students to understand the material. Additionally, the learning has not yet connected the material to local wisdom that is relevant to students' lives. Based on these findings, the researchers concluded that there is a need for innovative and engaging learning media that integrate local culture, such as weaving Riau songket cloth.

The needs analysis indicates that educators and students require media that facilitate understanding of the concepts of muscle force and friction force through an engaging, contextual visual approach. The developed media should present the material in simple language, include clear illustrations, and incorporate local cultural elements relevant to students' lives. Therefore, the researcher formulated the media development objective to produce an engaging large-format book suitable for elementary school students. This large book is designed to provide explanations of muscle and friction forces, linked to the activity of weaving Riau songket cloth as an application of local wisdom in learning. With the development of this medium, it is hoped that it will improve students' understanding of the material under study and foster students' appreciation of their local culture. The distinctive features of the Big Book are its colorful appearance, engaging illustrations, and well-organized content. The images displayed not only enhance the visual appeal but also play an important role in capturing students' attention. The quality and benefits of Big Books can serve as a foundation for effective lessons that enable all children to enjoy reading and learn a variety of new sentences and words (Ghazali *et al.*, 2022). With strong visuals, learners find it easier to understand the text because illustrations support the text. The use of appropriate and engaging media can motivate children to play and learn, making the experience more enjoyable and helping them grasp the core material more quickly (Oktaviana & Madinah, 2024; Rosyiddin *et al.*, 2023; Safira & Wiranti, 2025).

Design Stage

After the learning problems and needs are clearly identified in the definition stage, the next step is the design stage. At this stage, the researcher began designing the large-scale book media to be developed, taking into account the results of the needs analysis and the characteristics of fourth-grade elementary school students. The media design was developed with an attractive visual appearance, simple language, and a structured, easy-to-understand presentation of content. The designed large book will contain material on muscle and friction forces, linked to the activity of weaving Riau songket cloth as an application of local wisdom.

In the planning stage, the researcher outlines the content flow of the big book, including the title, introduction, material on muscle force and friction force, and an activity of weaving Riau songket cloth relevant to the concept. Large-format books are designed with attractive color illustrations to increase students' interest in reading. Each page contains short, simple knowledge statements that encourage active student engagement. The large-book format is larger than standard books to facilitate classroom use and ensure visibility to all students. Colors, letters, and images are displayed clearly and effectively, enhancing readability and comprehension. With large, striking visuals, big books are distinctive compared to other media, not only making the content easier to understand but also creating an enjoyable learning experience. The use of big books promotes a more interactive, visual, and learner-centered approach to learning, which is suitable for elementary school students (Ritonga & Rambe, 2022).



Figure 1. Content about friction and muscle force
Source: Research Result, 2025

Overall, the design of this media is informed by learners' need for meaningful, contextual, and enjoyable learning experiences. With a systematic design, it is hoped that the developed big book media will provide optimal support for learning about muscle and friction forces and instill a love of local culture, particularly Riau songket weaving.

Development Stage

The development stage is the process of translating the big book media design developed in the design stage into a ready-to-use product. At this stage, the researcher began drafting a comprehensive book on media, covering muscle and friction forces associated with the activity of weaving Riau songket cloth. The media was designed with visual considerations in mind, including color selection, attractive illustrations, and text and image layouts appropriate for elementary school students. Each page of the big book was designed with illustrations that support the material, helping students concretely understand the concepts of muscle force and friction force.

After the major book media are completed, the next step is to have them validated by content, language, and design experts. This validation aims to ensure that the developed big book aligns with learning objectives and student characteristics and is pedagogically sound. The experts' validation results served as a reference for product revisions. Revisions were made in response to suggestions and input to refine the media before testing it with students.

The media were evaluated using a validation questionnaire that included statements regarding content suitability, language use, and visual design. Each statement is evaluated using a Likert scale to measure the extent to which the media meets the established criteria. After all the data is collected, the scores for each aspect are averaged. This average value is then converted to a percentage and re-averaged based on the number of respondents or validators. The final result of this process will indicate the media's validity, serving as the primary indicator of whether the big book is suitable for use in learning activities or still requires revision. The criteria for media validity are presented in **Table 1**.

Table 1. Product Validity Criteria

Value (%)	Description
79,78 - 100	Very valid
59,52 - 79,77	Valid
39,26 - 59,51	Less Valid
19,00-39,25	Not Valid

Source: Research Data Result, 2025

If experts in materials, language, and design state that the big book media already contain highly credible content and do not require further improvements or adjustments, then the validation process is considered complete. This indicates that the media meet the required suitability standards and are ready for use in the learning process without requiring further revisions.

Material Expert Validation

Material expert validation aims to assess the suitability of the big book's content with basic competencies, learning objectives, and the accuracy of the concepts presented. The material expert will check whether the presented material on muscle force and friction is appropriate, aligned with the curriculum, and relevant to the learners' lives. Additionally, material experts evaluated the material's connection to the weaving of Riau songket cloth as an application of local wisdom. Input from subject-matter experts is essential to ensure that the big book's content does not lead to misconceptions among learners and that it contains complete, well-structured material.

Table 2. Material Expert Validation Result

No.	Indicator	Validation I First Expert	Validation I Second Expert
1.	Content suitability aspect	100%	91,6%
2.	Aspect of presentation suitability	100%	87,5%
3.	The meaningfulness of media	87,5%	100%
	Average	95,8%	93,0%
Average total		94,4%	
Criteria		Very Valid	

Source: Research Data Result, 2025

Table 2, which presents the validation results of two experts, indicates that the big book media developed is highly feasible. Regarding content feasibility, the first expert reported 100%, and the second 91.6%. Presentation feasibility was 100% for the first expert and 87.5% for the second expert. Regarding media meaningfulness, the first expert rated it 87.5%, whereas the second rated it 100%. The overall validation average was 94.4%, which falls within the "Very Valid" criteria. Therefore, the developed big book media is deemed suitable for learning, with minor improvements as suggested by the validators.

Language Expert Validation

Linguistic validation is conducted to assess the language used in the big book, considering its suitability for students' cognitive development level, readability, and clarity of information delivery. Linguists will examine whether the language used is simple, communicative, and easy for fourth-grade elementary school students to understand. This validation also aims to avoid the use of difficult-to-understand terms, overly long sentences, or incorrect grammar. With this validation, it is hoped that the big book media can deliver the message clearly and effectively to the students.

Table 3. Language Expert Validation Result

No.	Indicator	Validation I First Expert	Validation I Second Expert
1.	Straightforward	83,3%	100%
2.	Communicative	100%	100%
3.	Dialogical and interactive	100%	100%
4.	Alignment with student development	87,5%	100%
5.	Consistency of terms and symbols	75%	87,5%
	Average	89,1%	97,5%
Average total		93,3%	
Criteria		Very Valid	

Source: Research Data Result, 2025

Based on **Table 3**, the results of the language validation conducted by two experts indicate that the big book media developed has met excellent eligibility criteria. For the straightforward indicator, the percentage obtained was 83.3% from the first expert and 100% from the second expert. The

communicative, dialogic, and interactive indicators received 100% from both experts, indicating that the media was already effective in conveying the message. For the suitability indicator related to student development, the first expert assigned 87.5%, and the second 100%. With respect to the suitability of the terms and symbols, the percentages obtained were 75% from the first expert and 87.5% from the second expert.

Overall, the first expert achieved an average validation accuracy of 89.1%, the second 97.5%, and the overall average **93.3%**, which falls within the "Very Valid" criteria. This means that the big book media is suitable for use with minor revisions as suggested by the validators.

Design Expert Validation

The purpose of design expert validation is to assess the visual and aesthetic aspects of the developed big book. Design experts will evaluate the feasibility of the graphics, language, and media use. The assessment from design experts is crucial to ensure that the big book has an appealing, proportional appearance and is suitable for elementary school students' characteristics. Additionally, this validation ensures that the media can be used practically and comfortably in learning.

Table 4. Design Expert Validation Result

No.	Indicator	Validation I First Expert	Validation I Second Expert
1.	Aspects of graphic eligibility	90,6%	90,6%
2.	Language proficiency aspect	100%	100%
3.	Media usage	100%	75%
	Average	96,8%	88,5%
Average total		92,6%	
Kriteria		Sangat Valid	

Source: Research Data Result, 2025

Table 4 of the validation results, conducted by two experts, indicates that the big book media developed is highly feasible. Regarding graphic feasibility, both experts reported the same percentage, 90.6%, indicating that the media's visual display is already attractive and appropriate. Regarding language feasibility, both experts awarded the maximum score of 100%, indicating that the language is correct and easy to understand. Meanwhile, regarding media use, the first expert rated it 100%, while the second rated it 75%, indicating a slight difference in opinion regarding its effectiveness for learning.

Overall, the average validation results for the first expert were 96.8%, for the second expert 88.5%, and the overall average was 92.6%, which falls under the "Very Valid" criteria. Therefore, the Big Book media is deemed suitable for use, with minor improvements as suggested by the validators.

Based on the validation results conducted by six validators consisting of content experts, linguists, and design experts, it can be concluded that the big book media for songket weaving activities in Riau on the material of muscle force and friction force for 4th-grade elementary school is declared feasible and can be used in the IPAS learning process. This is supported by the average assessment results from all validators, which indicate a percentage in the "Very Valid" category across content feasibility, language, and graphic appearance. This media-rich book is considered capable of presenting the material in a straightforward, communicative manner and in accordance with students' cognitive development. In addition, this media is

also considered interesting, relevant to local culture, and effective in helping students understand the concepts of muscle force and friction through contextual activities. Thus, this large-format book media is highly recommended as an innovative learning medium to support IPAS learning in elementary schools. A comparison of the expert writers is presented in the diagram below.

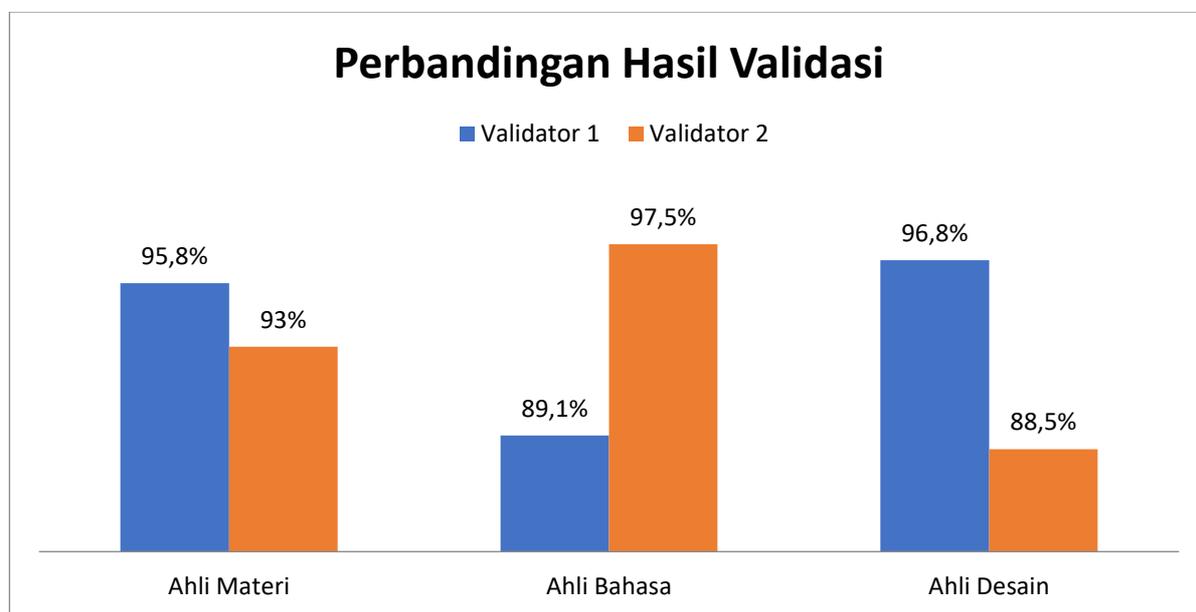


Figure 2. Comparison of Big Book Media Validation Result
Source: Research Data, 2025

Based on **Figure 2**, validation by content experts indicates that Validator 1 achieved a feasibility percentage of 95.8%, whereas Validator 2 achieved 93.0%. Among language experts, there was a significant difference, with Validator 1 yielding 89.1%, whereas Validator 2 yielded 97.5%. Meanwhile, for design experts, Validator 1 yielded 96.8%, whereas Validator 2 yielded 88.5%.

Overall, the validation results from the six validators indicate that the big book media is considered highly valid by all experts. However, there are slight differences in assessment across validators within each area of expertise. These differences are natural because each validator may have different perspectives and priorities in assessing certain aspects. Overall, all validators agreed that the Big Book media are suitable for use in IPAS learning.

Discussion

A big book is one type of reading material. It contains numerous large images and text. Because of its size and colorful illustrations, a big book attracts students' attention and encourages them to read more. Thus, the ledger is a suitable learning tool that aligns with the learning process (Isnaini & Alfiansyah, 2024). Big books are a type of enlarged picture book that has unique qualities that make it effective at capturing children's attention. The images quickly capture children's interest, while the text is often arranged with a memorable rhythm or word repetition. These books typically feature large illustrations, carefully selected vocabulary, and are often repeated to reinforce memory. Additionally, large books often feature a clear storyline and may include elements that support children's emotional engagement and understanding of the story (Koyimah & Sukardi, 2022).

The development of big book learning media was carried out by compiling material that was packaged attractively, both in terms of content and appearance. The goal is for this media to have a real positive impact on the learning process in the classroom. Through strong visuals, simple language, and stories that are close to the students' world, the big book is expected to be an effective solution for conveying material taught by educators, while also increasing students' understanding and participation in learning (Hamdiyah, 2024). There are several previous studies that are relevant to the research in this study. Among other things, research has shown that using big books can effectively help improve various language skills that students have already acquired. Through shared reading activities, students not only practice their reading and listening skills but are also helped to understand the meaning of the story's content more deeply. Additionally, with the guidance of educators, students can develop their speaking skills through class discussions, and they are encouraged to put their understanding into written form. Big Book not only strengthens basic literacy skills but also creates a learning space that supports the overall development of language skills in the classroom (Aisah & Rini, 2022). Similar research also explains that the use of this big book media is felt to be very helpful in the learning process of elementary school students (Nurika *et al.*, 2022). Additionally, in the learning process, using big books creates a fun and enjoyable atmosphere. This makes it easier for students to understand the material because they feel actively involved. Throughout the learning activity, all students appeared enthusiastic and full of energy, especially since this big book was something new according to the educators, which increased the students' curiosity and interest in the lesson content, and served as an innovation in the development of learning media (Hadiapurwa *et al.*, 2021; Kirana & Hayudinna, 2022).

With its various advantages, the big book is expected to be the right teaching aid for social studies learning in elementary schools. This media is tailored to the character and needs of the students, thus effectively improving learning outcomes. The presence of big books can also serve as a motivator for learning, helping students understand the material comprehensively, and ultimately, supporting the more effective and efficient achievement of social studies learning objectives (Ramadhan & Khairunnisa, 2021).

CONCLUSION

Based on the validation results by six validators consisting of content experts, linguists, and design experts, it can be concluded that the big book media on the theme of weaving Riau songket cloth activities for the material on muscle force and friction force for 4th-grade elementary school is declared very valid and suitable for use in IPAS learning. The assessment by the experts shows that the material has been arranged correctly, the language used is easy for students to understand, and the media design is attractive and supports learning activities. In addition, this media is considered communicative, easy to understand, and effective in linking learning concepts with elements of local wisdom through the activity of weaving Riau songket cloth. Thus, the research objective to describe the process and produce big book media that is suitable for use as a local wisdom-based learning media in the material on muscle force and friction force has been achieved. This media can be used as an innovative alternative to improve students' understanding of the concept of force in IPAS learning in elementary school.

AUTHOR'S NOTE

The author declares that there are no conflicts of interest related to the publication of this article. The author confirms that the data and content of the article are free from plagiarism.

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