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Development of The *Vistori Book* on Basic Concepts of Division for Grade II Elementary School Students

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Abstract
In elementary school, the use of textual learning media, which can help improve literacy dan students' ability to understand stories, is still limited, especially when it is integrated with mathematics. This study aims to create a visual book that explores the fundamental concept of division in second-grade elementary school and evaluates its validity. The ADDIE model, which consist of five phases such as analysis, design, development, implementation, and evaluation, was used in this study. In this research, data collection involved the utilization of interviews, questionnaires, and documentation. Expert validation and student responses were used to determine the score. The result showed that *vistori book* have excellent qualifications for both validity and attractiveness. Based on the analysis, *vistori book* that cover the basic concept of division for second-grade elementary school are suitable for use in teaching and learning.

Keywords: development; a digital storybook; division

INTRODUCTION

Literacy and numeracy are important skills that students at every level of schooling need to learn. According to Rismen et al. (2022), mathematical literacy skills are vital for students because they make it easier for them to use mathematics in real life. However, according to the *Programme for International Student Assessment* (PISA) index in 2018, Indonesia achieved a score of 379 out of 489, which is below the OECD averages in the field of mathematics (Amaliya & Fathurohman, 2022). In an effort to improve students' literacy and numeracy, the Ministry of Education and Culture of the Republic of Indonesia organized the Minimum Competency Assessment (AKM) initiative as a component of the national assessment program (V. P. Sari & Sayekti, 2022). The program's assessment is mostly presented in the form of narrative text or stories. Math story problems serve as a prime example of the challenges students encounter. The reason is that students are unable to understand the meaning of the story (Sisca et al., 2020).

This is certainly related to students' literacy and numeracy skills. If students have a higher ability to understand text, they will also have the ability to understand math problems presented in the form of story problems (Almadiliana et al., 2021). As a result, literacy and numeracy skills must be developed. The current form of literacy cultivation is through the implementation of the Gerakan Literasi Sekolah (Sennen, 2018). However, empirical evidence indicates that students

primarily desire to read, but struggle to comprehend the text's content once they've read it. Therefore, there is a need for media that can assist students in practicing comprehending the content of stories and solving mathematical problems presented in a narrative format.

According to the statement from Ball et al. (2018), books dominate concept development tools. Therefore, the use of textual learning media in elementary mathematics education holds significant importance. Based on the results of interviews and observations conducted at SDN Kauman 1, SDN Kauman 2, and SDN Kauman 3, which involved a total of three second-grade teachers, the gathered information indicates that the sole use of textual media in mathematics learning is through thematic books. This approach has not been further explored or supplemented with other supporting literature.

The need for the development of textual learning media that are integrated with mathematics materials is also strengthened by research from Anggraini & Limiansih (2022), as a result, the development of mathematics learning materials for division among grade II students is currently dominated by concrete and game-based media. This highlights the fact that the progress in creating textual learning materials, which serve the dual purpose of familiarizing students with reading and integrating with mathematics content, still requires further development. One example of the use of textual learning media as a form of cultivating literacy is discussed in research conducted by Harmini et al. (2019), which revealed a positive impact of mathematics comics on mathematics learning, particularly on mathematical literacy skills. This aligns with the findings of research by Sari & Wardani (2021), indicating that digital picture book media can effectively deliver educational material.

The lack of variety in text-based learning material for math, particularly when it comes to students' ability to understand story problems, is a significant issue. To solve these problems, *vistori book* learning media were created. These are digitally illustrated storybooks that incorporate basic division content. Nowadays, technology, especially the use of the internet, social media, smartphones, and laptops, is widely used to support learning (Luh et al., 2020). The research distinguishes itself from previous work by including the basic concept of material content integrated in the visual book, as well as audio-storytelling features. With these novelties and advantages, the purpose of this research and development is to develop a *Vistori book* of basic concept material for elementary school students that is valid according to experts and also interesting for students.

METHOD

Interviews, documentation, and questionnaires are the methods of collecting data used in this study. This study's questionnaire includes validation instruments for media experts, material experts, teachers, and student responses. The ADDIE (*Analysis*, *Design, Development, Implementation, and Evaluation*) model was used. The first stage, known as the **analysis stage**, involves analyzing the needs, curriculum, and student characteristics to identify the problems and needs in the field. This is done through interviews with three grade II teachers and 10 grade II students from three Kauman Cluster II schools, namely SDN Kauman 1, SDN Kauman 2, and SDN Kauman 3.

The design stage involves the creation of *vistori book* media, expert validation instruments, and student response questionnaires. The size of *Vistori book* is 10x8 in. The software used is *Procreate*, *Adobe Photoshop*, Audio Recorder, and *Flip PDF Professional*. There are several components in the media developed, namely characters, illustrations, audio player storytelling, and interactive challenges.

During the **development stage**, we run validation tests with media experts, material experts, and teachers to gather feedback and suggestions for *Vistori book* development. Two material experts, namely lecturers with competence in elementary mathematics education, tested the *Vistori book*. The material expert instrument contains three aspects: the feasibility aspect of the material content, the aspect of presenting the material, and the language aspect. Furthermore, *vistori books are* tested by two media experts, namely lecturers who have competence in the field of learning media. The media expert instrument encompasses three aspects: language proficiency, material presentation, and media presentation. Next, we proceeded with the validation test, which was carried out by two teachers as expert practitioners in the field. The teacher's instrument contains four aspects: the material/content aspect, material presentation, media, and language aspect.

After the validation test was carried out, the **implementation stage** was then carried out, namely product trials for grade II students at SDN Kauman 1 Malang. The trial of this product is carried out in three stages, namely: (1) one-to-one trial, (2) small group trial, and (3) field trial. A one-to-one trial tests *vistori book* media on one student. Then, in the second stage, namely the small group trial, the media was tested on eight students. The final stage, the field trial, was carried out on 27 students using a *vistori book* media trial.

During the product trial, students tried out the *vistori book* media. After that, they were asked to fill out a student response questionnaire to tell how they felt about using the *Vistori book*. The student response questionnaires encompass language and product interest aspects. The purpose of the trial is to obtain student responses and assess the attractiveness of the products developed. In the final stage, namely the **evaluation stage**, product improvements are carried out based on suggestions obtained from the results of expert and student validation tests until the final product is obtained in the form of a *vistori book* of basic concept material for elementary school students in grade II.

This study's method for analyzing the data is both a qualitative and a quantitative descriptive analysis method. Qualitative descriptive analysis methods are used in data processing in the form of responses and suggestions from the results of assessments by experts, teachers, and students. Meanwhile, quantitative analysis methods were used to analyze the data from the questionnaire, which took the form of a score derived from the media assessment.

RESULT AND DISCUSSION

This research and development produces products in the form of *vistori book* media that are integrated with the basic concept of division. This *vistori book* is designed for grade II elementary school students and combines illustrated stories with basic concept material division in the form of simple problems encountered in daily life.

At the **analysis stage**, the results of the needs analysis were obtained, which showed that the use of textual media in mathematics learning was still limited to the use of thematic books. The results of the analysis of student characteristics show that students tend to be interested in learning media that use audio-visuals and illustrations. Based on the findings of the curriculum analysis, it is determined that students struggle with the division material. This is evidenced by interviews with grade II students, where they have not been able to re-explain the concept of division and have shown confusion in solving examples of simple division problems. An explanation of the basic competencies and indicators can be seen in **Table 1**.

Table 1. Basic Competencies (KD) and Indicators of Division Material

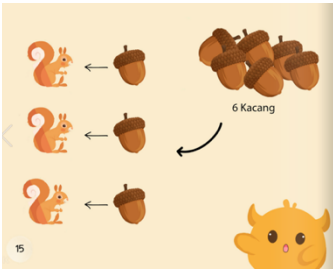
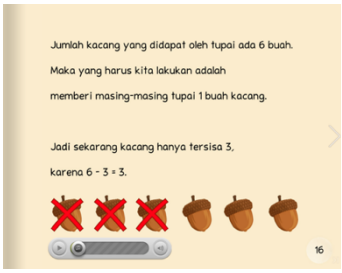
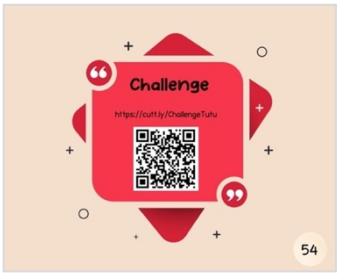
KD	Indicators
3.4 Describes and relates multiplication and division involving numbers with multiplications up to 100 in everyday life.	3.4.1 Narrating the concept of division as repeated subtraction
4.4 Solving multiplication and division problems involving numbers with multiplications of up to 100 in everyday life and relating multiplication and division	4.4.1 Solving the story of the division

At the **design stage**, the determination of the required resources is carried out, as is the preparation of schedules and the preparation of media validation instruments. The media validation instruments compiled include validation instruments for material experts, media experts, teachers, and student response questionnaires. After that, design a product prototype in the form of a storyboard along with the text script. The designed media storyboard is presented in **Figure 1**.

Figure 1. Storyboard Media

The development stage is carried out by making a *vistori book* media in accordance with the previously designed storyboard. The *vistori book* media is arranged into three parts, including the opening, content, and closing sections, in the form of challenges, as presented in **Table 2**.

Table 2. *Vistori book* Display

No	Display	Information
1		The first illustration of problem solving in the *vistori book* is the distribution of 6 nuts to 3 squirrels with the same number.
2		 As shown above, there is an audio player feature on each page of the *vistori book* that can be pressed to play sound (audio storytelling).
3		The second illustration of the problem in the *vistori book* is the division of 18 cookie cakes into 3 jars with the same amount.
4		The page view is at the end of the *vistori book*. This page contains a QR code and a link that comes with a hyperlink feature that will redirect users to an interactive quiz page about the division that has been prepared.

After the *vistori book* media has been developed and consulted with the two supervisors, it is continued with expert and teacher validation tests. The evaluation covered various aspects, including content, language usage, and presentation. The results are presented in **Table 4**, revealing an average score of 3.65 (91%). This score indicates that the product is valid and suitable for use in educational settings.

Table 4. Product Material Validation Result

No	Aspect	Indicator	V1	V2
1	**Content**	Aligns with KD	4	4
		Material coverage	4	3
2.	**Language**	Meet EYD (The Indonesian Enhanced Spelling)	3	3
		Uses communicative language	4	4
		Clear readness	4	4
3.	**Presentation**	The material presentation technique	4	3
		Mean	3.8	3.5
		Percentage	95%	87.5%
		Qualification	feasible	

The recapitulation of the validation results of material experts is 95% by the first material expert and 87.5% by the second material expert, with the aspects assessed in the aspects of feasibility and suitability of the material content, language aspects, and also in the aspects of material presentation. According to Akbar (2013), the average result of the percentage of material expert validation was 91%, which was included in the interval range of 86.00-100.00% with a very valid predicate.

In terms of material validity, show that the material/content aspect meets all descriptors, namely the material in the *vistori book* in accordance with basic competencies, indicators, and learning objectives. So that the material integrated in the *vistori book* is in accordance with the definition of learning media cognition, where learning media are used to help students understand material that is in accordance with basic competencies and learning objectives that need to be achieved at the grade II elementary school level (Akbar, 2013; Thohir et al., 2021). In the aspect of material coverage, the *vistori book* contains aspects of knowledge and the ability to solve problems very well. As well as the skill aspects displayed through activities in the division material challenge embedded at the end of the book, this is in accordance with the didactic role of technology in mathematics, namely as a tool to train mathematical skills such as divisional problem solving exercises (Ball et al., 2018).

Next, in terms of material content, the level of material presented in the *vistori book* aligns with the characteristics of elementary mathematics learning, as described by Wandini & Banurea (2019), that this approach involves gradual progression from simple concepts and continuing to more complex ones. In this *vistori book,* an example of the concept of division is given, starting with simplest, namely the division of one digit, and continuing with the example of division using two digits. The material in the *vistori book* has also been in accordance with KD 3.4, which is related to students' knowledge of how to explain the division of numbers up to 100 in everyday life, and KD 4.4, which is related to students' skills in solving problems in everyday life involving the division of numbers.

The next step is developed product underwent validation by two experts in learning media. The evaluation covered various aspects, including content, language usage, and presentation. The results are presented in **Table 5**, revealing an average score of 3.75 (93%). This score indicates that the product is valid and suitable for use in educational settings.

Table 5. Product Media Validation Result

No	Aspect	Indicator	V1	V2
1	**Language**	Uses communicative language	4	4
		Clear readiness	3	3
		Meet EYD (The Indonesian Enhanced Spelling) standards	4	4
2.	**Content Presentation**	The material presentation technique	4	4
3.	**Media Presentation**	Media display	3	4
		Media practicality	4	4
		Media appeal	4	4
		Mean	3.7	3.8
		Percentage	92.5%	95%
		Qualification	feasible	

The recapitulation of the validation results of media experts, namely 92.5% by the first media expert and 95% by the second media expert, the aspects assessed are in the aspect of media presentation, which includes the appearance, practicality, and attractiveness of the media; language aspects; and also the technical aspects of presenting material in the media. According to Akbar (2013), the average result of the percentage of media expert validation was 93%, which was included in the interval range of 86.00-100.00% with a very valid predicate.

In terms of media validity, the *vistori book* has met all requirements for the development of effective learning media. First, the language used in the *vistori book* media aligns with the language rules and characteristics of grade II students because they have met the aspects of writing accuracy, which is an important factor in writing (Nurannisa et al., 2021). It also meets the communicative aspect with the use of story grammar that fits the characteristics of its readers (Kelley & Kinney, 2016), which aligns with the statement from Gustiawati et al. (2020) that students prefer books with lots of pictures to avoid excessive text. The digital storybook also meets Kelley & Kinney (2016) criteria for grammar, media display, and supporting elements. According to Marlina et al. (2021), *vistori book* meet the media selection criteria by being highly practical in terms of clarity of media use instructions, ease of use, and media access. This also aligns with the findings of research by Sari & Wardani (2021), indicating that digital picture book media can effectively deliver educational material.

Second, the media's attractiveness is praised for its presentation of interesting illustrations, including character images, backgrounds, and other supporting images, all presented with an interesting combination of colors. Additionally, the audio quality is noted for its clarity and precision against the text. So that the *vistori book* is developed in accordance with the characteristics of grade II elementary school students who tend to like illustrated fairy tale books and are also happy if they are reading fairy tales (story telling) (Gustiawati et al., 2020). In addition, the *vistori book* media have also been in accordance with the criteria for selecting learning media, namely in the aspect of media quality (Akbar, 2013). This is shown from the validator's assessment of the quality of the image and audio used.

Thirdly, the *vistori book* has fulfilled the characteristics of a *digital storybook* according to Kelley & Kinney (2016) and Moore (2015), that there are characters in the story, the discussion

of problems and solutions within the story's content, and there inclusion of high-resolution illustrations that correspond with the text on each page. Media *vistori books* are also considered very useful by media validators when using these media on various devices.

Next product underwent validation by the teacher as a user. The results are presented in **Table 6**, revealing an average score of 3.75 (93%). This score indicates that the product is valid and suitable for use in educational settings.

Table 6. Product User Validation Result

No	Aspect	Indicator	V1	V2
1	**Content**	Aligns with KD	4	4
		Material coverage	4	4
2.	**Language**	Meet EYD (The Indonesian Enhanced Spelling)	3	3
		Uses communicative language	4	4
		Clear readness	3	4
3.	**Content Presentation**	The material presentation technique	4	4
4.	**Media Presentation**	Media display	4	4
		Media practicality	4	4
		Media appeal	4	4
		Mean	3.7	3.8
		Percentage	92.5%	95%
		Qualification	feasible	

Recapitulation of teacher (user) validation results with a percentage of validation results of 92,5% by the first teacher and 95% by the second teacher, the aspects assessed include the feasibility and suitability of the material content, language aspects, material presentation, and media presentation (media display, media practicality, and media appeal). According to Akbar (2013), the average result of the percentage of material expert validation was 93%, falling within the interval range of 86.00-100.00% with a 'very valid' predicate.

The teacher's validation results indicate that *vistori book* are good and meet the criteria for teachers to use them in the classroom. As stated by Akbar (2013), this includes the suitability of media with student characteristics, alignment with learning objectives, and the ability of media to attract students' interest. This is due to the addition of colorful and interesting illustrations to the *vistori book*, as stated by Ball et al. (2018), that the graphic and dynamic representations displayed through digital media provide an interesting experience to students.

Next, the **implementation stage**, a user trial with students conducted involving 35 second-grade elementary schools. Students accessed the product at the computer laboratory and tried out to finish tasks provided in the product. This trial aims to find out students' responses to the media developed. The results are presented in **Table 7**, revealing an average score of 3.75 (93%). This score indicates that the product is valid and suitable for use in educational settings.

Table 7. User Trials Result

No	Aspect	Indicator	Yes	No
1	**Language**	Uses communicative language	92.7%	7.3%
		Clear readness	79.4%	20.6%
2.	**Content Presentation**	The material presentation technique	95%	5%
3.	**Media Presentation**	Media display	97.3%	2.7%
		Media appeal	92%	8%
		Mean Percentage	91.2%	8.8%

The results of the trial show that 91.2% of students answered "yes", while 8.8% answered "no" to the statements submitted on the language aspect and the attractiveness aspect, considering appearance, illustration, audio, and students' interest in learning to use *the vistori book*. This percentage falls within the range of 81–100% with 'very attractive' qualifications. Therefore, the *vistori book* media is very valid and interesting for students to use in the learning process. The addition of the audio *storytelling* feature in the *vistori book* is also one of the components that can motivate students to learn, as stated by Gazali (2016), who believes that learning carried out by explaining concepts accompanied by teaching audio-tutorials makes learning more meaningful than learning by rote memorization. This was shown in the students' responses during the trial activities, which showed students' interest in the *vistori book* media even from the first time the media was displayed. In addition, students are enthusiastic when working on challenges with drag-and-drop features.

The student's response indicated that the developed *Vistori book* media met the criteria for selecting learning media, specifically its ability to stimulate children's reading interest (Gustiawati et al., 2020; Moore, 2015). Students' *challenge* results reinforce this, as 92.3% of them achieved a score exceeding 75. Based on the student responses, we can conclude that the *vistori book* has a very interesting predicate.

The **evaluation stage** takes place after undergoing the process of media development, validation, and media trials. The revised *vistori book* media product was developed according to suggestions from experts and teachers, tested for validity, and then became the final product of the *vistori book* of basic concept material for elementary school grade II students.

Based on the results of a thorough study, the obtained validity results fall into the categories of both 'very valid' and 'very interesting'. As a result, the *vistori book* media is declared valid and suitable for use in the learning process, allowing it to be used to convey division material, especially within the literacy-numeracy approach, and can help to improve mathematical literacy skills, which are very important for students in using mathematics in everyday life (Rismen et al., 2022). This result aligns with research by Harmini et al. (2019), which revealed a positive impact of mathematics comics on mathematics learning, particularly on mathematical literacy skills.

Overall, teachers can use the result of development research as a textual learning medium to familiarize students with the content of a text or story that contains mathematical problems, particularly in the area of division. Therefore, teachers can use a *vistori book* as a textual learning media in literacy activities before introducing the material to their students. Teachers can combine

the use of *vistori books* with concrete media as a form of reinforcement of the concepts described in the book.

The benefit of the *vistori book* media that was made is that the electronic version of the *vistori book* can be shared easily through a link without having to go through the process of installing the application, and it can be used on many different electronic devices. These benefits are similar to the advantages of digital learning media, including the benefits of flexibility and time efficiency, as they do not require extensive preparation and help save money (Khairunnisa & Ilmi, 2020). Then, there is a feature for audio storytelling that helps teachers use storytelling in the classroom with students in the second grade (Gustiawati et al., 2020). There is also integration with math material and challenges in the form of interactive division activity sheets; this serves as a method to engage students solving problems, aiding their understanding of the concept of division. This aligns with the role of technology as a teaching tool in math, particularly as a tool for developing concepts and practicing math skills (Ball et al., 2018).

Meanwhile, the disadvantage of this *vistori book* is its requirement for an internet connection, as it must be accessed online. Thus, difficulties in internet signals can impact the usability of this media, similar to the challenges faced by digital learning media in general (Khairunnisa & Ilmi, 2020). In addition, the audio *storytelling* feature embedded in the *vistori book* cannot be played automatically; if you want to use it, you have to press the *audio player* button first. The use of vistori books in mathematics learning is then limited to conceptual understanding, not higher level thinking. As a result, media use is limited to one lesson, namely learning about division.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

A *Vistori book is* a media that leverages learning technology by packaging educational materials into a digital book (*e-book*) that also includes *audio*. Based on the data analysis of the results of this research and development, it is concluded that the developed *vistori book* is suitable for use in the learning process. It exhibits high validity and falls into the 'very interesting' category, particularly regarding the content of the learning material, the quality of the learning media, teacher assessment, and responses from students. This interpretation is based on expert validation results, with a score of 91.65% for material expert validation, 94.62% for media expert validation, 95.7% for teacher validation, and 92.6% for student response results. Therefore, this *vistori book* media is recommended to be used properly, as it can support the learning process and student literacy activities.

Recommendation

The recommendations that can be provided for improving the research and development of *the vistori book* of the basic concept of division for grade II elementary school students are specifically described as follows. For teachers, the use of *this vistori book* can be used in literacy activities that are associated with learning division material in the classroom. Additionally the teacher must provide an appropriate device and an internet connection for its use. For subsequent researchers, this *vistori book* should be used to develop other mathematical materials so that, although it can only be used in one meeting, the use of this *vistori book* media can vary according to the material being studied.

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