



Development of a Module Based on the Sas Method to Improve Reading and Writing Skills in Class II SDN 054905 Paya Redas

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ABSTRACT

Study This aim For develop module based SAS method . Method used _ in study This is method *research and Development*. Study This using a development model *four D*. The *four D* model was developed by Thiagarajan, et.al. (Putri et, al., 2021) said that development model own four stage main that is stage *define*, stage *design*, stage *develop*, and stage *disseminate* . But on research only until stage *develop*. Study held at SD Negeri 054905 Paya Redas . Subject study that is student class II, totaling 18 students consists of 10 students women and 8 students man . Object in study namely the data collection technique used that is module based SAS method . Data collection techniques used that is observation , interviews , and questionnaires . Based on results validation that has been carried out by experts material that is of 92.55% incl Very worthy category . Validation results have been obtained carried out by experts Language that is amounting to 86.97% incl category worthy . Whereas , results validation that has been carried out by media experts , namely of 94.00% incl Very worthy category . Based on results validation that has been done by expert material , expert language and media experts above , can concluded that module based SAS methods have worthy For used on students class II of SD Negeri 054905 Paya Redas .

Keywords : Module Development, Synthetic Analytical Structural (SAS) Method

Introduction

Education is a process of change attitudes and behavior somebody or insider group business mature man through effort teaching and training, process of action, method educate (Yusuf, 2018:8). In Republic of Indonesia Law no. 20 of 2003 concerning The National Education System is said that : Education is business conscious and planned For realize atmosphere learning and the learning process for participants educate in a way active develop potency himself For own religious spiritual intelligence, control self, personality, intelligence, morals noble, as well necessary skills himself, society, nation and state. According to Constitution about National Education System 2003, education done via 3 (three) paths, namely track formal, non-formal and informal education. Formal education pathways consist of: from PAUD (TK/RA) education elementary (SD/MI), education secondary school (SMP/MTs and SMA/MA), and education high (Laelasari, 2017:1). Education has very important role For develop interests and talents you have somebody. According to Sujana (2019) Education is effort For help children. Good born nor mind and nature natural going to direction civilization good human . Education is a must implanted to children since age early Because with education child become character . Education is a process of change attitudes and behavior somebody or insider group business mature man through effort teaching and training , process of action , method educate (Yusuf, 2018:8). In Republic of Indonesia Law no. 20 of 2003 concerning The National Education System is

said that : Education is business conscious and planned for realize atmosphere learning and the learning process for participants educate in a way active develop potency himself For own religious spiritual intelligence, control self, personality, intelligence, morals noble, as well necessary skills himself, society, nation and state. Everyone has skills different, developing skill is one of them with do activity reading and writing . Second Skills the enter to in Skills language. Education at the level Elementary School (SD) is level beginning for student. Basic education is education that provides knowledge and grow attitude basic, as well prepare student For follow education intermediate. Learning in elementary school can shared become learning class low and class tall. Indonesian is eye lessons learned in elementary school begin from class 1 to class 6. Indonesian language learning in class low own peculiarity themselves (Khair, 2018, 84). Specificity This looks from learning that uses learning thematic covering all over eye lesson including: Mathematics, Indonesian, Science, Social Sciences, PKN, SBdP, and Sports Education. Whereas For eye religious studies separated . In education base student required For control various eye lessons, one of them Indonesian language learning. Language has role important in development intellectual, emotional, and social for student. (Suparya : 2021) Skills language own a number of consisting aspects from Skills listening , writing, reading and speaking . Student must Can control four aspect the with Good especially level class low class I, II, and, III. Basics Skills read write taught since students sit on benches school base . Level school base likened as necessary foundation built in a way strong and sturdy so that later student have Skills base For equip moment continue to level education furthermore . Learning Indonesian in essence is teach student about Skills speak good and correct Indonesian in accordance its purpose and function.

According to Atmazaki (Khair , 2018, 89), eyes Indonesian language lessons aim to make students own ability communicate in a way effective and efficient in accordance with the applicable ethics are good in a way oral nor write , appreciate and be proud use Indonesian as language unity and language of the country, understand Indonesian and use it with precise and creative For various purpose, use Indonesian for increase ability intellectual, as well maturity emotional and social, enjoy and utilize literary works for expand insight, good character, as well increase knowledge and abilities language. In Indonesian language learning is available Skills necessary language understood that is listening , speaking , *reading* and *writing* (Rahmadani , 2019.34). Learning Indonesian, especially in grades I, II AND III of elementary school, is something training beginning in read beginning , therefore That in the learning process. A teacher must truly hone ability read beginning student . Sabarti Akharga (1993: 31) says that read is stages Study read for student school base class beginning namely, I and II. Read can help student in understand something text reading, expected student get information from reading the so that add knowledge. Skills reading and writing as one of the aspect Skills language taught in school. According to Nurhamsih, Firman , Mirnawati , & Sukirman (2019) that learning reading and writing are very important given to student For practice use Language in a way active. According to Muhafidin (2016) read that is activity processing words, information and ideas put forward by the author relate with knowledge and experience in observe writing symbols and connecting words. Skills reading and writing is skills that become Foundation base For reach success Skills other . According to Pratiwi (2020) skills reading and writing needs to be grounded with ability cognitive . In classroom learning low, reading and writing is required skills owned student. In line with opinion of Chandra et al (2018) at the level base that is ability literate letters , students who study read will can know letter by letter, word by word, even know sentences , spelling and distinguishing letter. So from matter that's what the teacher can do apply method certain For make classroom learning become learning fun for develop Skills reading and writing. This is for students No bored in reading and writing. In line with Setiawan's opinion (2021) is that teachers need use various type method in teaching because one success students are determined by the way the teacher teaches but in reality based on results observations made researcher at SDN 054905 Paya Pedas, still there is students showing results low and difficult learning understand material lesson Because Still Not yet Can read and write in some school Good state elementary/MI level as well private sector, including SDN 054905 Paya Redas, still someone has experienced it difficulty in reading and writing. Based on results 2nd grade teacher interview at SDN 054905 Paya Redas that there are 15 out of 25 students who have not fluent in read . This matter caused by several factor like interest lack of learning, lack of guidance and encouragement Study from parents, other factors such as Still many have n't Can differentiate letters, not yet Can recite letters, writing the letters are still there is something wrong and lacking. Factor the causes the learning process and outcomes Study not enough maximum.

Based on the problem above, yes concluded that needed A additional teaching materials as support book school students and as reference addition teaching materials in develop Skills reading and writing. One of available teaching materials used is module . According to Prastowo (2011) module is teaching materials or material used in learning in accordance with level learners to be able to studied Alone or with guidance educator as well as served in a way arranged with easy language understandable. Houston and Howson (wena , 2019) argued module learning covers set purposeful activity make it easier student For reach set objective learning. Modules can used as book support learning read and write beneficial for teachers and students . With module too, parents own reference in accompany child Study at home. As for solutions from the problems above, namely teachers need choose method appropriate learning, interesting, and interesting books, teachers must more creative for students still feel Spirit in

learn, and teachers should too skilled in teach as well as create learning media for participants educate become active. One of possible methods motivating participant educate in learn and grow interest student in Study is with use development module read beginning SAS based (*Structural Analytic Synthetic*). According to Momo (Khodariah , 2019:398) the SAS method is something method analysis as method sentences and words that prioritize meaning, which consists on shape , arrangement nor structure that has meaning. According to Slamet , (2014: 37) Method *Structural Analytic Synthetic* (SAS) is something developed approach in The 1975 curriculum, in particular for learning Indonesian. The SAS method is something method For repair existing methods moment That. Method the based on principles results investigation in knowledge science phylosophy education and science Language. According to Faisal (2016: 57) the SAS method is abbreviation from “ *Structural Analytic Synthetic* ”. The SAS method is one type usual method used for the MMP learning process for student beginner. MMP Learning with method This start his learning with two stage, ie display and introduce A sentence intact. At first child treated A giving structure meaning complete, that is structure sentence.

This matter intended For build concepts " meaningfulness " to oneself child. Research conducted by Laely (2013) , entitled " improvement ability read beginning through application of card media image " results study This increase Because the medium size big so that children can observe the teacher's explanation even though he was sitting at the back , had picture yeah interesting , letters and words so children enthusiastic enthusiastic and focused on learning. Furthermore study similar research by wilujeng setyani , suhartono , imam suyanto, entitled “ method *Structural Analytic Synthetic* (SAS) in enhancement read beginning in class I of Elementary School ” results includes : use SAS steps can walk with good and improving read beginning student Class I Elementary School. Furthermore study was similarly researched by Marlina (2014) entitled Increase Ability Read Beginning with Use SAS Student Method Class 1 SDN Ambunu Subdistrict West Bungku Regency Marowali , Results obtained namely in action cycle I was obtained Power absorb classic 64.2% completion fund Study classical 53.8% and occurs increase in cycle II with acquisition Power absorb classical 85.82% medium completeness classical 96.15% with thereby can concluded that use SAS methods can increase ability student read beginning in grade 1 at Ambunu Elementary School. Besides teaching materials , learning reading and writing can done it is more optimal if the teacher uses method learning . Method learning is very influential in the learning process . If the teacher applies method is lacking appropriate to a learning process in class , p the make student feel bored and fed up . One of possible methods motivating participant educate in grow interest Study is with use development module SAS based (*Structural Analytic Synthetic*). The SAS method is one possible methods used in learning reading and writing.

Research Methodology

Method used in study This is method *research and Development*. Study This using a development model *four D*. The *four D* model was developed by Thiagarajan, et.al. (Putri et al., 2021) said that development model own four stage main that is stage *define*, stage *design*, stage *develop*, and stage *disseminate* . But on research only until stage *develop*. Study held at SD Negeri 054905 Paya Redas . Subject study that is student class II, totaling 18 students consists of 10 students women and 8 students man . Object in study namely the data collection technique used that is module based SAS method . Data collection techniques used that is observation , interviews, and questionnaires.

Table 1. Likert Scale Criteria

No	Answer	Score
1	Very Good	4
2	Good	3
3	Enough	2
4	No Good	1

(Lubis et all, 2023)

Following The formula used to measure the percentage of validation results is as follows :

$$NP = \frac{R}{SM} \times 100\%$$

(Parinduri et al , 2022)

Table 2. Feasibility Test Criteria

No	Score	Classification
1	90% X < 100%	Very Worth It
2	80% X < 90%	Worthy
3	70% X < 80%	Enough Worthy
4	60% X < 70%	No Worthy
5	0% X < 60%	Very not Worthy

(Rambe et al., 2023)

Results and Discussion

Method Structural Analytics (SAS) is something developed approach in curriculum For learning Language Indonesia. Objective used method this is for participants educate capable use Language Indonesia with good and right. The SAS method is one type method that can used in the learning process read in the classroom low. Following understanding SAS method according to experts :

1. According to experts like Slamet (2014: 37) The SAS method is something developed approach in 1975 curriculum, in particular for learning Language Indonesia . The SAS method is something method For repair method at the moment the, method the based on principles results investigation in knowledge science phylosophy education and science Language.
1. According to Faisal (2016: 57) the SAS method is abbreviation from *Structural Analytic Synthetic* . The SAS method is one type method that can used for the MMP learning process for student beginner. MMP Learning with method This start his learning with two stage, ie display and introduce A sentence intact .
2. According to Momo (Khodariah , 2019:398) the SAS method is as method sentences and words that prioritize the meaning they consist of on form arrangement nor structure that has meaning.
3. According to (Rahmadani , 2019:36) the SAS method can stimulate student For involve self in a way active Because student listen , pronounce , and take notes .

A number of study on has discussed , then researcher want to do study about Reading Module Development Beginning Based *Structural Analytic Synthetic* (SAS) For Grade 1 Elementary School With apply This SAS method is more teacher easy teach student in read , because in method SAS based there are 3 steps namely , a). Structural that is displays whole sentence , b). Analysis that is carry out the decomposition process ,c). Synthetic namely combining return sentence intact (Rahmadani , 2019.36). SAS method (*Structural Analytic Synthetic*) this can stimulate student For involve self in a way active, because student listen, pronounce, and take notes. Based on background behind above , researcher interested do study with title “ **Module Based Development SAS Method For Increase Skills Reading and Writing in Class II SDN 054905 Paya Redas** ” .

Study This aim For develop module based SAS method for student class II at SD Negeri 054905 Paya Redas . Development style *four D* consisting of from stage *define*, stage *design*, stage *develop*, and stage *disseminate* . But on research only until stage *develop*. As for the stages in study that is as following :

a. *Define*

At stage this , researcher will establish and define terms development . The conditions intended is a capable thing show need fundamental so that necessary development module based SAS method for student class II at SD Negeri 054905 Paya Redas. In stages this, researcher will do a number of analysis among them that is analysis needs,analysis characteristics students, and analysis material learning. From the results analysis this, researcher will give solution for existing problems in the class II at SD Negeri 054905 Paya Redas. The solution will be given that is module based SAS method.

b. *Design*

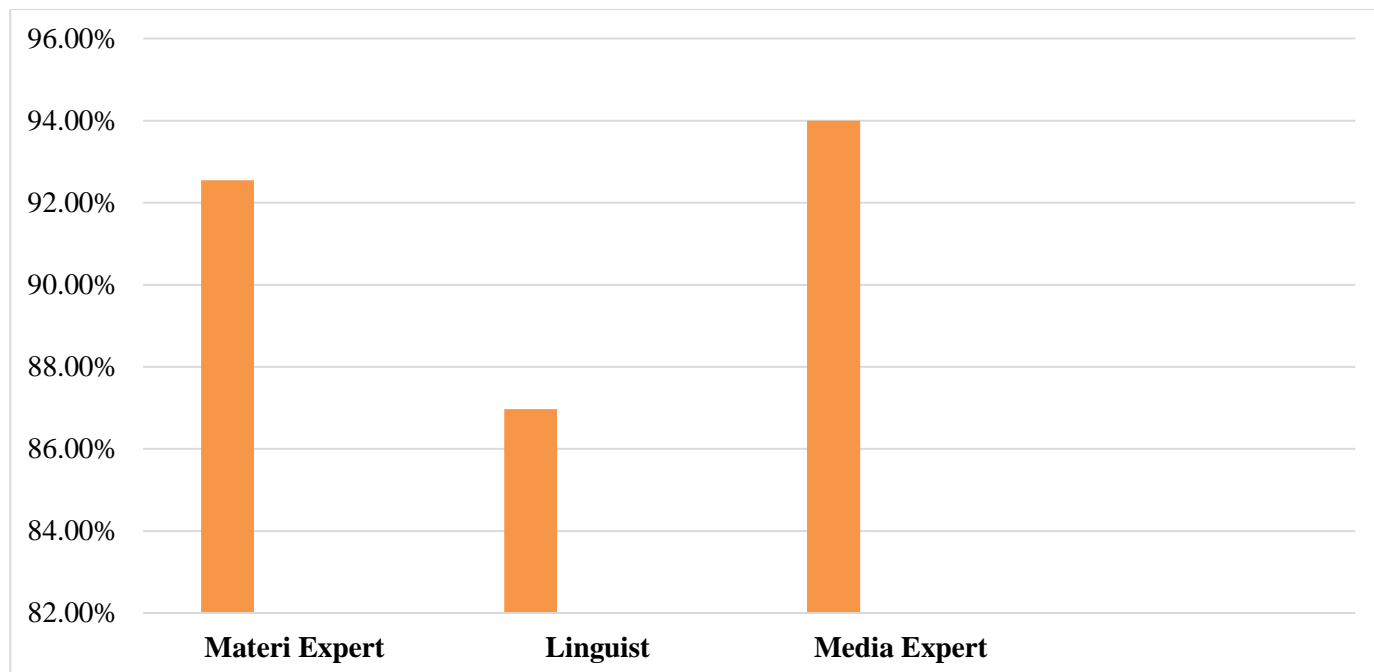
In stages this, stage making product or design product. At stage this is decisive framework module with outline preparation module. Researcher determine framework modules and preparation material used in development module. Then, decide design appearance modules and collections related references with material to be developed in module based SAS method. After that, researcher compile design beginning module based SAS method will developed .

c. *Develop*

After researcher finished make design module based SAS method, stage furthermore that is do validation product that will carried out by experts material, expert language, and media expert. validation This done by knowing developed products worthy For used . As for the results validation that has been done researcher with expert material , expert language , and media experts can seen in the table under following This :

Table 3. Expert Validation Results

No	Validation	Percentage	Criteria
1.	Material expert	92.55%	Very worthy
2.	Linguist	86.97%	Worthy
3.	Media expert	94.00%	Very worthy



Picture 1. Expert Validation Results

Based on the table and figure above, is known that results validation that has been carried out by experts material that is of 92.55% incl Very worthy category. This matter in line with study Novianti & Lubis (2023) said results validation carried out by experts material namely 97% is categorized as very feasible. Validation results have been obtained carried out by experts Language that is amounting to 86.97% incl category worthy . This matter in line with study Darniyanti et al (2023) said results validation carried out by experts Language namely 91.4% is categorized as very feasible . Whereas, results validation that has been carried out by media experts, namely of 94.00% incl Very worthy category. This matter in line with study Karamoy et al (2023) said results validation carried out by experts Language namely 85.00% is categorized as very feasible. Based on results validation that has been done by expert material, expert language and media experts above , can concluded that module based SAS methods have worthy For used on students class II of SD Negeri 054905 Paya Redas.

Conclusion

Study This aim For develop module based SAS method . In develop module based SAS method , researcher using a development model *four D* consisting of from stage *define*, stage *design*, stage *develop*, and stage *disseminate* . But on research only until stage *develop*. Based on results validation that has been carried out by experts material that is of 92.55% incl Very worthy category . Validation results have been obtained carried out by experts Language that is amounting to 86.97% incl category worthy . Whereas , results validation that has been carried out by media experts , namely of 94.00% incl Very worthy category. Based on results validation that has been done by expert material , expert language and media experts above , can concluded that module based SAS methods have worthy For used on students class II of SD Negeri 054905 Paya Redas.

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