

DEVELOPMENT OF CHILDREN'S STORYBOOK BASED ON SIDOARJO LOCAL WISDOM TO IMPROVE READING SKILLS IN FOURTH GRADE ELEMENTARY SCHOOL STUDENTS

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ABSTRACT

This research aims to develop children's story books based on local wisdom of Sidoarjo to improve reading comprehension skills in grade IV elementary school students that are valid, practical, and efficient on the theme of the area where I live. This development research refers to the 4D model developed by Thiagarajan. The subjects of this development research were fourth grade students of SDN Sidokumpul Sidoarjo. Data collection techniques using documentation, validation, observation, questionnaires, and tests. The results showed that (1) the validity of the development of children's storybooks was 85% with a very valid category. (2) The practicality of story books is known from the implementation of learning, namely 87% in the very implemented category and student activity during the learning process, which is 83.75% in the very active category. (3) The effectiveness of story books is proven by the results of the t-test, it is known that the results of the pretest and posttest are known that the value of t-statistics = 13,417 > t-table = 2,042, based on the results of the t-test, it is concluded that there is a significant difference between the results of the pretest and posttest. The results of complete learning have a range of values from 81.6 to 100 with complete criteria. From the results of this study, it can be concluded that the development of children's story books based on local wisdom of Sidoarjo can improve reading comprehension skills of fourth grade elementary school students.

KEYWORDS: development, children's story books, Sidoarjo local wisdom, reading comprehension skills

INTRODUCTION

A child must be willing to progress and develop so as not to become a student who is left behind in terms of education, work, or in everyday life. Dynamic life, causing many student activities cannot be separated from the development of technology and information that is always changing all the time in accordance with increasingly complex human needs. However, if a student uses technology excessively it will cause a sense of laziness and antisocial attitude, so that it can hinder the development of intelligence. What is currently needed is a form of technological innovation that is not only useful for facilitating but also creating a fun activity and increasing interaction between students.”

The means for children to interact with their friends in social life and is the main means of learning apart from family is school. Education plays an important role in developing abilities and shaping the characteristics of dignified students in order to realize the goals of national education in the form of efforts to educate people's lives. Learning objectives will be achieved if the teacher is able to create innovations that are in accordance with the development of students and today's technology so that learning activities will be fun and meaningful for students. Learning innovations can be carried out by teachers when carrying out learning in the classroom in the form of learning support facilities that are useful for transferring information from teachers to students which can be packaged in the form of books, media, models, and learning applications.”

The means for the communication process are language skills which consist of reading, writing, listening, and speaking skills. There is a close relationship where each skill is related to one another. The acquisition of language skills is obtained through a sequential process starting from listening to the language used by parents and then learning to speak according to what has been listened to and at school we will be taught reading and writing skills. These four skills are known as single chess (Tarigan, 2015: 2).” =

Books can be used to support teachers in the teaching and learning process which are not only used as learning resources, but can also be used as guides for creating learning scenarios. Based on the results of previous research conducted by Yati and Laila (2014) which was contained in a journal with the title "The Influence of the Use of Storybook Media on the Reading Ability of Fourth Grade Students of Madrasah Ibtidaiyah in Banjarmasin" explained that this research was conducted using a quasi-experimental design method in the form of nonequivalent control group design. Based on the analysis of learning outcomes in the control class which has 6 students, 60% of them are in very good to special qualifications and 40% are in good qualifications. The overall average score is 74.33 with good qualifications.”

Based on the results of this study, we can conclude that learning in the experimental class with the aid of storybooks for the fourth-grade students of Madrasah Ibtidaiyah in Banjarmasin has an average grade of 76.00 while in the conventional class it is 74.33 so that there is a significant difference so that the story book can be used as an alternative to eliminate student boredom when learning Indonesian, especially in reading skills.”

Every student is required to have high reading power because all knowledge from all fields comes from books. Information around the world is presented in the form of text so that it requires students to have high reading skills. High reading power will be obtained if we always practice reading continuously. Reading can be interpreted as an activity to understand the meaning of writing so as to obtain a comprehensive understanding and can provide an assessment of the benefits and functions of what has been read (Nurhadi, 2016: 2).”

Reading is a process carried out and used by readers to find and get the message the author wants to convey through the medium of words (Tarigan, 2015: 7). Reading is also a process of developing skills to understand words, sentences, and paragraphs so that the ability to understand critically and evaluatively increases the overall content of the material read (Somadayo, 2011:4).”The success of students in learning is determined by the ability to read, this is because the knowledge gained by students does not only come from the teacher in the classroom, but also from their activities to read various types of books such as story books, newspapers, magazines, encyclopedias and all that arouse students' interest in reading them.

Based on some of the opinions and explanations above, observations were made, namely in the fourth grade of SDN Sidokumpul in the academic year conducted at the beginning of the second semester, it was known that the skills of reading children's stories and determining the intrinsic elements of the story "Si Kelomang" were known that of 25 students had done the activity. when reading a children's story entitled "Si Kelomang" when asked to name the character, there were still 10 (40%) students who fully mentioned the main character and extras.”

Determining the character of all students only answered limited to good and evil character, this shows that students are less able to determine the character of wisdom, helpful, stubborn, likes to mock friends, and so on. In determining the setting only limited to place and time, 15 (60%) students have not been able to identify the atmosphere in the story, determine the meaning contained there are 20 (80%) students who have not been able to do it well. When asked to determine what information 20 students (80%) answered correctly, on the aspect where 25 students (100%) answered correctly, on the aspect of when there were 23 students (92%) answered correctly, on the aspect of who 24 students (96%) answered correctly, on the aspect of why there were 12 students (48%) answered correctly,”

Armed with the results of observations that have been carried out, interviews were conducted with fourth grade teachers at SDN Sidokumpul and information was obtained that the lack of reading materials available to students caused them to be lazy to read so that there was no interest in this activity. The available reading materials are limited to theme books, because in everyday life students are much happier playing on their devices than reading.”

Based on the conditions in the field, namely at SDN Sidokumpul, especially in fourth grade students, it is known that the lack of students' reading skills is caused by several things, both coming from the students themselves, namely the limited ability and willingness to read, while factors from outside the students are the absence of reading sources. that can be used to read so that it has an impact on the inability of students to understand a reading. Teachers have an important role to foster students to improve reading skills. Therefore, students need children's story books that can enrich and hone reading comprehension skills.”

Based on the explanations in the field, it can be concluded that a story that attracts students' attention both in terms of content and pictures will increase reading interest so as to increase literacy skills which are meaningful and lead to student learning outcomes, especially in Indonesian lessons.”

Children's story books based on local wisdom can be used as an alternative for students to hone their reading skills. Based on local wisdom, it is deliberately appointed so that students know more about the surrounding culture and take the values of local wisdom that are close to their environment. The story books that students read are sometimes not relevant to the student's environment, making it difficult for them to imagine. In addition, children are also accustomed to stories that they have known in previous classes and cause children to memorize the intrinsic content instead of exploring the intrinsic elements.”

According to Meliala, et al (2018: 96) Children's literature is a work that is emotionally psychological and can be responded to and understood by children and is generally in the form of concrete facts so that it is easy to understand and imagine. This can be interpreted that children's reading books must contain must be offensive to the culture or environment of the child itself because it is in accordance with the needs of the child which must be clear and concrete. The fact is that there are no children's story books containing local wisdom from Sidoarjo.” Thus, the presence of children's story books containing Sidoarjo local wisdom content is needed in the context of reading material interests to achieve competencies in the curriculum.

THEORETICAL FRAMEWORK

Children Story Book

Children's stories are complex, this is because children's stories are built by a structure that is no different from stories for teenagers or adults, but must have a simple plot, which is combined with attention to the element of beauty. A story is said to be interesting if all the elements of the story are arranged in a balanced manner and can complement each other so that there is no inequality (Rosdiana, 2012:65).

Children's story books are literary readings that are actually part of works of art, so the language used in the book also considers aspects of beauty. Children really like beauty, so children's story books must also have illustrations so that they have an attractive appearance (Nurgiyantoro, 2005:153).

Children's stories based on Sidoarjo local wisdom that will be developed are designed based on the characteristics that have been described in a simple way, the elements of taboo that contain violence are refined by the presentation of the reasons why and how the causes and effects of these events are adapted to the emotional maturity of the child. This book is in accordance with the applied function, namely to improve students' reading comprehension skills, especially in determining the intrinsic element, but it is also used to measure students' reading speed.

Children's stories based on Sidoarjo local wisdom that will be developed will be able to instill a sense of sensitivity in students to be able to distinguish between bad and good, to gain awareness about justice, truth, courage, honesty, sacrifice, loyalty, and honor. Besides that, it is also hoped that it will provide new experiences because so far students rarely read books that have a Sidoarjo story as a background.

Sidoarjo Local Wisdom

An identity of a particular community group with a system of values, norms, cultural customs, and a way of life that is unique and different from other regions is called local wisdom. (Fajarini, 2014:124). An activity carried out by a community group to overcome problems in meeting the needs of life either through a view of life, strategies, or knowledge possessed is called local wisdom. (Sumayana, 2017:21).

Local wisdom is a pattern of community life in establishing relationships between individuals and themselves, individuals with other people as social beings, individuals with nature, and individuals with creators where all these relationships are carried out in order to ensure the survival of the community in a unique way (Sudikan, 2013:7).

Local wisdom is born from generation to generation which seems to survive and develop by itself, there is no science and technology that underlies the birth of local wisdom, there is even no education and training to continue it. Indeed, humans create culture and the physical environment. Habits, practices and traditions are passed down from generation to generation. In turn, these groups or communities do not realize where the legacy of wisdom comes from. The next generation is conditioned to accept the "truth" about values, taboos, life, and standards of behavior (Sudikan, 2013: 44). *

The form of the story of local wisdom should be in accordance with the context of children's lives such as the environment close to where they live, the use of the local language or local language, the characters in the story have traits and attitudes that can be role models for children, have illustrations that are appropriate to the story. Story has a message or mandate that comes from local wisdom that can be found by children.

Reading Comprehension

Reading has an important position in human life, considering that we are currently entering an era of information and communication which is developing very quickly. Reading is a means for anyone who wants to achieve success, therefore experts agree that reading is an absolute requirement for every human being if he wants to make progress in his life (Khalid, 2014:11).

Reading skill is a skill in recognizing and understanding writing in the form of letters, words and sentences in reading in order to obtain the information contained in it. In other words, reading is the

activity of translating symbols into sounds and understanding their meanings. Reading comprehension is one type of reading that aims to understand literary standards or norms (literary standards), patterns of fiction (patterns of fiction), and critical reviews (Dalman, 2017:70). A reader is required to be able to understand the contents of the reading and be able to convey conclusions from the results of reading activities using his own language, both orally and in writing. Reading comprehension is a follow-up to the initial reading, so at this stage it is no longer required to pronounce the sounds of the language. (Dalman, 2014:87).

The benefits of reading comprehension activities for teachers (Dalman, 2017:89-90) include (1) being able to make students look for readings according to students' wishes, (2) being able to share reading materials according to students' abilities, (3) making students have the ability to relate reading materials with students' experiences that have been experienced, (4) stating the purpose and intent of the reading material, (5) explaining the difficulty of vocabulary, figurative words, proverbs, and structures between sentences, (6) able to make complete conclusions, (7) Ask students to convey the results of their understanding in their own language.*

METHOD

This children's story book based on Sidoarjo local wisdom was developed using a 4D model developed by Thiagarajan (1974). This model has 4 stages, namely: 1) define is to determine and interpret the terms of learning; 2) design is to prepare prototype learning tools; 3) develop is the stage in creating learning tools that have been validated by material experts and media experts; 4) disseminate is the use of learning tools that are developed more broadly. The subjects of this study were the fourth grade students of SDN Sidokumpul a total of 35 students. The data collection instrument consisted of a validation sheet, a lesson plan implementation observation sheet, a student response questionnaire sheet, and test questions (pretest, LKPD, and posttest).

Quantitative data analysis techniques used to measure the validity, practicality, and effectiveness of children's story books based on Sidoarjo local wisdom are as follows: (1) Data analysis is to determine the validity of the media based on the material, language, presenter, and graphics; (2) The validation data processing formula from the validator team is as follows:

$$P (\%) = \frac{\text{jumlah nilai yang diperoleh}}{\text{nilai maksimal}} \times 100\%$$

(Riduwan, 2010:21)

The rating scale for this validation sheet is the Likert scale.

Table 1. Likert scale

Mark	Criteria
1	Not Good (TB)
2	Not Good (KB)
3	Fairly Good (CB)
4	Good (B)
5	Very Good (SB)

To determine the validity of each component, the values obtained are converted into percentages on a 0%-100% scale with percentage intervals as follows:

Table 2. Criteria for Interpretation of Assessment Values from Validators Children's Story Book Based on Local Wisdom Sidoarjo

Mark	Criteria
0%-20%	Invalid
21%-40%	Less Valid
41%-60%	Quite Valid
61%-80%	Valid
81%-100%	Very Valid

(Sugiyono, 2016)

A media is said to be valid if it has a value range of 61% -80% in each aspect (material, presentation, language, and graphics).

Data analysis to determine the practicality of the media. The formula for processing data from teachers and students is as follows:

The scale for assessing the implementation of lesson plans is a Likert scale with a gradation of answers ranging from positive to negative.

Table 3. Likert scale

Mark	Criteria
1	Not Good (TB)
2	Not Good (KB)
3	Fairly Good (CB)
4	Good (B)
5	Very Good (SB)

(Sugiyono, 2016:167)

The results of observations on the implementation of RPP in the form of values are converted into percentages with a scale of 0%-100% with percentage intervals as follows:

Table 4. Criteria for Interpretation of Assessment Values from Validators Children's Story Book Based on Local Wisdom Sidoarjo

Mark	Criteria
0%-20%	Not implemented and not effective
21%-40%	Less implemented and less effective
41%-60%	Enough to do and quite effective
61%-80%	Well executed and effective
81%-100%	Very well executed and very effective

(Sugiyono, 2016)

Analyzing students' responses to the use of children's story books based on local wisdom in Sidoarjo with the Guttman Scale.

Table 5. Guttman Scale

Statement	Mark
Yes	1
Not	0

(Sugiyono, 2016:172)

The formula used to get the average value is as follows:

$$P (\%) = \frac{\text{jumlah nilai yang diperoleh}}{\text{nilai maksimal}} \times 100\%$$

(Riduwan, 2010:21)

Data analysis to determine the effectiveness of the media. The formula used to calculate student scores in determining the intrinsic elements of the story uses the following formula:

$$\text{Nilai Akhir} = \frac{\text{Nilai yang diperoleh siswa}}{\text{nilai maksimal}} \times 100\%$$

The results of reading comprehension skills and learning mastery were analyzed using the KKM at SDN Sidokumpul with a minimum score of 75. Meanwhile, to calculate overall completeness using the formula:

Table 6. Category Mastery Reading Comprehension Skills

Percentage	Criteria
< 20%	Very low
20%-55%	Low
55%-69%	Currently
70%-75%	Tall
> 75%	Very high

(Riduwan, 2010:41)

Student learning outcomes were carried out by calculating the t-test to determine the significant difference between pretest and posttest. The t test formula is as follows:

$$t = \frac{D}{\sqrt{\frac{d}{N(N-1)}}$$

RESULT

Development research aims to develop and produce a children's story book based on local wisdom to improve reading comprehension skills in fourth grade elementary school students. Before the field trial activities for this storybook were validated by material expert lecturers and media experts, after the local wisdom-based storybooks were declared feasible, a field trial process was carried out on the fourth-grade students of SDN Sidokumpul in March 2021 for 2 meetings.

The result of the development research is a children's story book based on local wisdom for class IV SDN Sidokumpul to improve reading comprehension skills. The preparation of this book is adjusted based on the theme in the 2013 curriculum for fourth grade Elementary School, namely theme 8. *

1. Physical book to be developed
 - a. The paper used is A4 size paper (21 cm x 29.7 cm).
 - b. Use soft cover paper for the cover and use art paper for the content.
 - c. The typeface used is comic sans ms with font size 20
 - d. The book margin for the left is 3 cm, while for the top, bottom, and right is 2.54 cm.
 - e. Using Indonesian that is in accordance with PEUBI and communicative.
 - f. Use pictures as illustrations.
 - g. Books are also designed in the book creator application with links that can be accessed by students so they can see the visual appearance of books digitally with flip books
2. Contents of the book to be developed

This children's story book consists of a cover, introduction, book identity, table of contents, rules for using the book, story material based on local wisdom, especially in the Sidoarjo Regency area, bibliography, and author's bio. *

3. The structure of this picture story book consists of:

- a. Preliminary. Cover, introduction, book identity, table of contents, and rules for using the book. *
- b. Contents. The story of Cindelas, Sarib Tambak Oso, Pari Temple and Sumur Temple, Putri Ayu Dewi Sekardadu, and Raden Ayu Putri Terung Pecattondo
- c. Closing. Author bio and bibliography*

Validity of Children Story Books Based on Local Wisdom of Sidoarjo

The development of this storybook has gone through a validation process carried out by material and media experts covering material, presentation, language, and graphics with the following validation results:

Table 7. The results of the validity of children's story books based on local wisdom of Sidoarjo

Aspect	Score	Percentage	Information
Material	4.25	85	Very valid
Presentation	4.2	84	Very valid
Language	4.35	87	Very valid
Graphics	4.4	88	Very valid

Based on the results of the validation of children's story books based on local wisdom of Sidoarjo carried out by material and media transfer, it can be seen that from the material, presentation, language, and graphic aspects it is declared very valid so that it can be used during the process of learning activities in the classroom.

Practicality of Children Story Books Based on Local Wisdom of Sidoarjo

The practicality of children's story books based on local wisdom of Sidoarjo is known from the learning tools used to support the implementation of learning activities using children's story books based on local wisdom of Sidoarjo. The learning tools that have been developed by the researchers were validated by two expert validators including the syllabus, lesson plans, student worksheets and were declared valid. *

Table 8. The results of the validation of learning tools used in learning activities by utilizing children's story books based on Sidoarjo's local wisdom

Aspect	Score	Percentage	Information
Syllabus	4.5	91	Very valid
RPP	4.35	87	Very valid
LKPD	4.45	89	Very valid

Based on the results of the validation of learning tools used in learning activities by utilizing children's story books based on local wisdom of Sidoarjo, it shows that the learning tools are declared very valid to be used during the learning process by using children's story books based on local wisdom of Sidoarjo in order to achieve the learning objectives that have been set.

Table 9. The results of implementing the RPP by utilizing children's story books based on Sidoarjo's local wisdom

Aspect	Score				Percentage				Information
	Meeting 1		Meeting 2		Meeting 1		Meeting 2		
	P1	P2	P1	P2	P1	P2	P1	P2	
Keg. Beginning	4.6	4.6	4.6	4.6	93	93	93	93	Very accomplished
Keg. Core	4.25	4.25	4.5	4.5	85	85	90	90	Very accomplished
Keg. Closing	4.3	4.3	4.3	4.3	86	86	86	86	Implemented
Online learning atmosphere	3.75	4	4	4	75	80	80	80	Implemented

The results of implementing RPP by utilizing children's story books based on Sidoarjo local wisdom are known that the initial activities and activities are very well implemented, while the final activities are carried out, and the online learning atmosphere includes the suitability of learning activities with the learning objectives to be achieved, time allocation, mastery of concepts, and class management can be said to be implemented.

Table 10. Student activity during the learning process

No	Observed aspects	Meeting 1		Meeting 2		X	P (%)	K
		P1	P2	P1	P2			
1	Pray before and after class starts	5	5	5	5	5	100	SA
2	Listening to the apperception given by the teacher	3	4	3	4	3.5	70	A
3	Pay attention to the teacher's explanation	4	4	4	4	4	80	A
4	Doing activities asking the teacher	3	4	3	4	3.5	70	A
5	Answering the teacher's questions in class discussions	3	4	3	4	3.5	70	A
6	Doing reading activities independently	5	5	5	5	5	100	SA
7	Doing LKPD	5	5	5	5	5	100	SA
8	Summarizing learning outcomes	4	4	4	4	4	80	A
	Average	4	4.37	4	4.37	4	83.75	SA

The activeness of students during the learning process from the first meeting and the second meeting can be categorized as very active because students pay attention, do questions and answers, and are able to conclude the results of the learning activities that have been carried out.

Table 11. Student Response

No	Responded aspect	Student answers	
		Yes	Not
1	At the beginning of the lesson there was something interesting for me	35	0
2	I'm excited to follow this lesson	34	1
3	I listened to the teacher's explanation well when explaining the material about the story's intrinsic elements	35	0
4	I asked the teacher if there was an explanation that I didn't understand	26	9
5	I like the appearance of the pictures in children's story books based on local wisdom of Sidoarjo	35	0
6	Children's story books based on Sidoarjo's local wisdom helped me identify local wisdom that existed and developed in the community.	34	1
7	I will invite friends or relatives to read this book so that they are more familiar with the local wisdom that exists in Sidoarjo	27	8

8	Children's story books based on local wisdom of Sidoarjo helped me in learning the material of the intrinsic elements of the story	35	0
9	The use of children's story books based on local wisdom of Sidoarjo made me get better learning outcomes than previous learning, especially on the material to determine the intrinsic elements of the story.	34	1
10	The use of children's story books based on Sidoarjo local wisdom provides a different learning experience in Indonesian language learning activities	35	0
Total response score		330	20
Student response percentage		94.28%	5.72%

Student responses to learning activities by utilizing children's story books based on local wisdom of Sidoarjo showed a positive response because students liked the appearance of pictures as story illustrations, making it easier for them to understand the intrinsic elements contained in the story. - form of local wisdom in Sidoarjo Regency.

Effectiveness Children Story Books Based on Local Wisdom of Sidoarjo

The effectiveness of children's story books based on local wisdom in Sidoarjo is known based on the results of the pretest and posttest, as well as learning outcomes based on the minimum completeness that has been determined by the school.

Analysis of reading comprehension skills

Students' reading comprehension skills are given to students before and after learning with the material of the story's intrinsic elements. Giving pre-test at the beginning of learning aims to determine the initial ability of students. After learning ends, students are given a post-test to determine whether the students' abilities have increased or decreased after learning by using story books which are calculated using the t-test. then there is a significant difference between and while in the extensive trial it is known that the value of t-statistic = 13,417 > t-table = 2,042, then there is a significant difference between and $X_1 X_2 X_1 X_2$

Student Learning Outcomes on the material of the intrinsic elements of the story*

Completeness of student learning on the material of intrinsic elements is based on the work of LKPD assignments by students of five according to the number of story titles in children's story books based on local wisdom of Sidoarjo, it is known that the individual learning outcomes of students in the limited trial are known that the average value of five the student worksheets that were done by students were 98 while in the broad trial it was 95.2 with complete criteria.

Individual learning outcomes based on the Minimum Completeness Criteria for fourth grade SD Negeri Sidokumpul is 75. Students are considered complete if they get a minimum score of 75, while if students get a score below 75, then the student is declared incomplete. The completeness of individual student learning outcomes in the limited trial, the average value of the five worksheets carried out by students was 98 with complete criteria. The completeness of individual student learning in the wide trial is known that the average value of the five worksheets done by students is 95.2 with complete criteria. Based on the findings above, it can be seen that in the material determining the intrinsic elements of the story, all students are declared complete because they have fulfilled the school minimum completeness criteria

During the learning activities, there were several notes in the form of obstacles and unique things such as the readiness of students to zoom a little less because they had to wait up to 10 minutes so that all students could join in the learning activities. There was interference from the provider which caused the network to be less stable for some students, so the teacher had to repeat in giving explanations about reading book activities. Through children's story books based on local wisdom, students come to know that local wisdom in Sidoarjo is diverse and they know where the origin of this local wisdom can be in the lives of the surrounding community. *

DISCUSSION

The development of children's story books based on local wisdom of Sidoarjo aims to produce a children's story book that is suitable for use in learning activities so that it can help students improve reading comprehension skills and mastery of the material's intrinsic elements of the story. The development of this book refers to the 4D development model consisting of define, design, develop, and disseminate (Thiagarajan, 1974:5) The quality of the development of this book is based on three criteria, namely valid, practical, and effective. The developed book product is also equipped with learning tools that have gone through a validation process.

At the define stage, a needs analysis is carried out through observation and literature study with the aim of 1) increasing the efficiency and effectiveness of learning, 2) analyzing the characteristics of students regarding their motivation and early learning abilities, 3) analyzing the skills that must be mastered so that students can achieve the expected minimum competencies, 4) analyze the concepts that will be used and arrange the steps, 5) determine the learning objectives and behavioral changes that are expected from students. *

At the design stage, the design will be determined by the activities of 1) determining the initial test to determine student abilities and as an evaluation tool after the implementation of the activity, 2) selecting media according to student characteristics, 3) selecting the form of learning presentation based on the media used, 4) conduct stimulus presentation of material with media and design learning activities. *

At the development stage, the product design was validated by material and media expert validators where validator 1 was Dr. Heru Subrata, M.Si and validator 2 is Dr. Fajar Arianto, M.Pd which is done repeatedly in order to get products according to the specifications that have been set and the implementation of product trials in a limited trial consisting of 5 fourth grade students at SDN Sidokumpul to find data and responses to book improvements to obtain valid results.*

At the dissemination stage, the book product that has been validated and revised based on the validator's input is implemented in the fourth-grade students of SDN Sidokumpul, totaling 35 students, to measure the effectiveness of the developed book so that there are no errors when the book is distributed. This local wisdom-based children's story book is distributed in a limited way to the school environment where the research is located, namely SDN Sidokumpul. This book is used by fifth grade students in children's literature learning activities by distributing flipbook links on whatsapp groups and google classrooms and is also used in fourth grade as one of the holdings for student portfolio assessment.

The validity of children's story books based on local wisdom of Sidoarjo and learning tools are based on the results of validator 1 and validator 2. The validity of the developed media consists of four components, namely material validity, presenter validity, language validity, and graphic validity. The results of the validation of the storybooks based on the feasibility of the material show that the storybooks get a score with a range of 3 to 5 on each indicator with a very valid and valid category. The average value shows 4.25 with a percentage of 85%, so the results of the validation of the feasibility of children's story books based on Sidoarjo local wisdom are declared very valid.

The results of the validation of story books based on the feasibility of presentation show that story books get scores in the range of 3 to 5 on each indicator with very valid and valid categories. The average value shows 4.2 with a process result of 84%, the results of the validation of the feasibility of children's story books based on Sidoarjo's local wisdom are declared very valid.

The results of the validation of the storybooks based on the feasibility of the language show that the storybooks get a score with a range of 3 to 5 on each indicator with a very valid and valid category. The average value shows 4.35 with a process rate of 87%, the results of the validation of the feasibility of children's story books based on Sidoarjo's local wisdom are declared very valid.

The results of the validation of story books based on the feasibility of graphics show that story books get scores in the range of 3 to 5 on each indicator with very valid and valid categories. The average value shows 4.4 with a process rate of 88%, so the results of the validation of the feasibility of children's story books based on Sidoarjo local wisdom are declared very valid.

The implementation of learning using children's story books based on local wisdom from Sidoarjo was observed by two observers, the first being the class teacher and the second being a senior teacher.

Based on the results of the limited trial, the implementation of the RPP got a score with a range of 3 to 5 on each indicator with the categories carried out and very implemented. The average value shows 4.23 with a process result of 81.45%, it is categorized that the lesson plans are very well implemented during learning activities.

The results of the implementation of learning in the broad trial got scores with a range of 3 to 5 on each indicator with the category of fairly implemented - very implemented. The average value shows 4.37 with a process result of 87%, it is categorized that the lesson plans are very well implemented during learning activities. Student activities during the learning process using children's story books based on local wisdom of Sidoarjo based on the results of the limited trial activity above indicate that during learning activities using story books they get scores ranging from 3 to 5 on each indicator with the category quite active - very active. The average value shows 4.62 with a process result of 92.50%, it is categorized that student activities during learning using children's story books based on Sidoarjo local wisdom are very active. *

Based on the results of the Activity, the extensive trial above shows that during the learning activities using story books, the score ranges from 3 to 5 on each indicator with the category of moderately active - very active. The average value shows 4 with a process result of 83.75%, it is categorized that student activities during learning using children's story books based on local wisdom of Sidoarjo are very active. *

Student responses were obtained from response questionnaires given to students using google form after participating in learning activities using children's story books based on local wisdom of Sidoarjo. Student responses during learning activities in limited trials using children's story books based on local wisdom Sidoarjo were categorized as very positive because they obtained a "Yes" score of 49 with a percentage of 98% while student responses during learning activities in extensive trials using children's story books based on wisdom Sidoarjo locals are categorized as very positive because they get a "Yes" score of 330 with a percentage of 94.28%.

The mastery of student learning on the material of intrinsic elements is based on working on student worksheet assignments. There are five student worksheets that are done by students according to the number of story titles in children's story books based on local wisdom, it is known that the individual learning outcomes of students in the limited trial are known that the average value of the five worksheets done by students has a range of 91, 6–100 with complete criteria. Individual completeness based on the minimum completeness criteria for the fourth grade of SD Negeri Sidokumpul is 75. *

Individual learning outcomes based on completeness criteria. The minimum fourth grade SD Negeri Sidokumpul is 75. Students are considered complete if they get a minimum score of 75, while if students get a score below 75, then the student is declared incomplete. The completeness of individual student learning outcomes in the limited trial, the average value of the five student worksheets carried

out by students was 98 with complete criteria. The completeness of individual student learning in the wide trial is known that the average value of the five student worksheets done by students is 95.2 with complete criteria.

During the learning activities, there were several notes in the form of obstacles and unique things such as the readiness of students to zoom a little less because they had to wait up to 10 minutes so that all students could join in the learning activities. There was interference from the provider which caused the network to be less stable for some students, so the teacher had to repeat in giving explanations about reading book activities. Through children's story books based on local wisdom, students come to know that local wisdom in Sidoarjo is diverse and they know where the origin of this local wisdom can be in the lives of the surrounding community.

CONCLUSIONS

Before being used in the study of children's story books based on local wisdom, Sidoarjo was first validated by material experts and media experts and it was found that the validation results were declared very valid and could be used without revision. The learning tools that will be used have also been validated so that they can be used in trials of using children's story books based on local wisdom of Sidoarjo.

Based on the observer's observations during learning using children's story books based on local wisdom Sidoarjo got a positive response from students and the results of field trials from the results of the pretest and posttest, as well as working on the LKPD it was found that it showed significant results from the results of the t test, while the students' worksheets were declared completed in accordance with the school's KKM criteria that have been set.

It can be concluded that children's story books based on local wisdom in Sidoarjo can be recommended for further developers as a reference and for other teachers. This book can be applied in learning activities to improve students' reading comprehension and introduce local wisdom in Sidoarjo.

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