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Validation of Digital Learning Media to Improve the Basic Literacy Skills of Low-Grade Elementary School Students

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Abstract
This research was motivated by the low literacy ability of students caused by less interesting learning media. This study aims to create and know the validation of digital learning media to improve students' basic literacy skills in integrated thematic learning in low-grade elementary schools. research starts from the Preliminary Research stage, Prototyping Stage, Assessment Stage. The instruments used in this study were interviews and validation sheets for research samples were students, data collection techniques were carried out using questionnaires and interviews. Based on the problems found in elementary schools, learning media is designed using digital learning media. The following results were obtained after being validated by five validators: content feasibility, presentation feasibility, linguistic feasibility, and graphic feasibility each fall into the excellent category. If the validity value is averaged, then the digital learning media developed is in the range of very valid categories.

Keywords: *digital learning media; basic literacy skills; unified thematic*

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Introduction
This research is full of updates because it uses digital learning media that are in accordance with modern developments. Education acts in the midst of a growing age of globalization, as a bridge that connects people to their environment so that they can contribute as good human resources. Qualified human resources who will be able to control, master, and utilize science and technology, educational activities in the learning process are very important to study because this activity is a process that must be mastered by a teacher. Especially the Internet is just one of many technologies that can be used to help students learn in schools in today's globalized world (Hasnan et al., 2020).

Students can actively participate in learning activities. Thanks to the Internet, one of the communication media that can enhance the learning experience. It will be able to assist students in digging up information about the lessons needed quickly and without limits (Pujiati et al., 2022). Notwithstanding the Web, other innovation applications can appear as registering gadgets and cell phones that can likewise be utilized for learning (Tondang & Arwita, 2020). Every industry, including education, has been impacted by modern communication technology in the form of hardware and software devices. Teaching and learning activities cannot be carried out without making use of educational technology, educational media, and communication technology (Zabidi, 2020).

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With the internet, we can use digital media in the form of learning videos which will later be able to improve the literacy skills of students in learning activities. With the digital learning video, it is hoped that the learning objectives will be achieved. The learning objectives will run well if the learning components are properly available so that the teaching and learning process will not disturbed. If there are learning components that are incomplete or not in accordance with the needs of the students, it will cause problems in the learning process. The learning components include teachers, students, teaching materials, learning media and others. One that has a big influence is the learning media (Kurniawan et al., 2018).

Learning media serves as a teacher's assistant tool to convey material to students. Learning media will make it easier for students to receive information in the form of learning materials provided by the teacher, so teachers must be able to master learning media (Gusmuliana et al., 2020), especially learning media is something that is needed for (Plomp & Nienke, 2013). Owing to the availability of digitally based learning materials that can be viewed by the students at home or at school, when the instructors use or instruct instructional videos created by the instructors or when the students watch instructional videos provided by the instructors. Teachers who can be accessed on WA, Facebook, Instagram, and even Youtube will be able to improve students' reading and writing skills during the learning process, and students will find learning more interesting, thanks to these learning media (Okra & Novera, 2019). As a result, it will improve the school learning outcomes for the students (Hariyadi, 2018).

In order to create a pleasant learning environment, teachers and students must be able to be creative and innovative because of the development of technology in education. Both also play an important role in finding information to support learning, information that can be found in various media. Within a good learning medium will be able to create good reading and writing skills in primary school (Pujiati et al., 2022).

Reading and writing skills can be understood as a person's reading and writing ability. Mastery of literacy is an important indicator to improve the success of the younger generation. Literacy as early as possible must be realized, as it is the main asset for the realization of an intelligent and cultured nation (Feri & Zulherman, 2021). Interest in perusing is straightforwardly corresponding to a country's instructive advancement. Reading activities are crucial to a nation's progress. The state in which a nation was created reveals parameters of its quality. Learning activities are always associated with education. Reading enhances knowledge, attitudes, and skills, so learning is always associated with reading activities (Yalvema Miaz et al., 2019).

The ability to access, comprehend, and intelligently use things are literacy skills. Various activities can help to develop these abilities. Reading, watching, listening, writing, and speaking are all literacy activities (Karim et al., 2020). One factor that influences the quality of human resources is literacy skills. This is because the quality of a nation is correlated with the level of community literacy culture. A person's insight, mentality, and behavior are significantly influenced by their reading habits. It is possible to develop and maintain routines.

Based on the researchers' observations during observations in grade II at SDN 19 Pasaman on February 2 and February 3, 2022, the researchers found problems in terms of implementation, namely: (1) Limited media used in the learning process, (2) lack of understanding about the development of other types of media, since the media used are usually WhatsApp Group and YouTube.

Good media are those that can meet the needs of students with visual, auditory, and tactile learning styles. Nearpod is one of the media that can satisfy these needs. It is a learning platform designed to make it easier for students and teachers to communicate with one another. It stands out from other apps in that it can create images, audio, video, text, and even quizzes that teachers can monitor or control. The advantages of the Nearpod-Lernmedien are

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that they have a pleasing appearance for the students, do not rely excessively on the Internet, are accessible via gadgets, allow teachers to directly monitor the activities of the students, and the its features are extensive enough to satisfy all four language skills. (Listening, speaking, reading and writing). So that the development of digital learning media using the Nearpod application can make it easier for teachers and students in teaching and learning process (Feri & Zulherman, 2021).

From the description above, the researcher conducted "Development of Digital Learning Media to Improve Students' Basic Literacy Skills in Integrated Thematic Learning in Elementary Schools"

Methodology

The method used in this study is Research and Development (R&D) with the type of development research using the Plomp research procedure and the next research stages are Preliminary Research (initial investigation), needs and context analysis, literature review, conceptual and theoretical research. framework. The prototyping stage is the design process, which is more like a micro research process and is repeated sequentially, using formative evaluation to refine the intervention model. The assessment stage is a semi-summative evaluation to determine whether the intervention or solution meets expectations and offers suggestions for making intervention models, student research subjects, data collection methods are carried out by means of questionnaires and interviews, data analysis is carried out from the results issued by digital learning media. In summary, the thinking framework of this study is set forth in the picture 1.

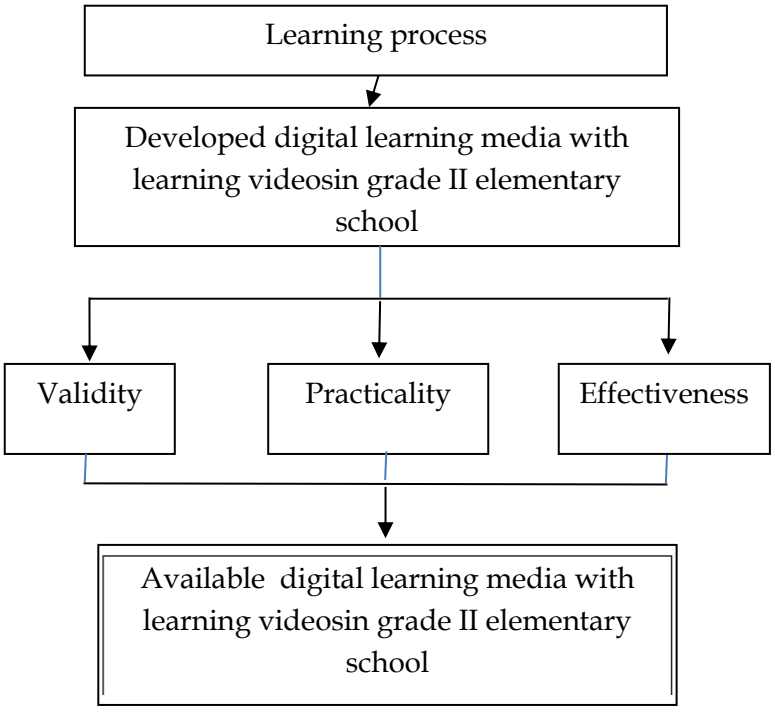

Figure 1. the thinking framework of this research

RPP is carried out on 7 aspects which include identity, formulation of indicators, formulation of learning objectives, selection of learning materials, selection of sources and learning media, preparation of learning activities, assessment.

Results and Discussion

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Research and development is a process carried out in education to develop or improve existing products in the form of books, modules, learning media, evaluation tools and programs that are carried out consistently and effectively. The results of the development must be validated (Sugiyono, 2008)

Prerequisite Test Analysis

This section describes the technique of testing digital learning media research instruments with validation results provided by expert validators and practitioner validators.Analysis of this trial was carried out by testing the validity(Plomp & Nienke, 2013)

Validity test

This study aimed to develop products in the form of digital learning media to improve students' basic literacy skills in integrated thematic learning in elementary schools. This development was carried out in three stages, namely Preliminary research (preliminary analysis), prototyping phase (design phase), and assessment phase (assessment phase). From the research that has been done, the table 1 (Attachment) results were obtained from expert validators and practitioner validators.

From table 1, it can be seen that the average overall score on RPP validation carried out by expert validators and practitioner validators is 0.96 which is included in the very valid category. Based on the description above, it can be concluded that the lesson plans use digital learning media to improve students' basic literacy skills in integrated thematic learning in elementary schools. It is declared very valid and can be used for practicality tests.

Table 2 Results of Validation of Digital Learning Media by Expert Validators and Practitioners *(Expert Review)*

Rated aspect	Average	Category
Eligibility of content / material		
1) Material Eligibility	1,00	Very valid
2) Material Breadth	0,95	Very valid
3) Material depth	0,95	Very valid
4) Fact accuracy	0,95	Very valid
5) Concept Accuracy	0,95	Very valid
6) Generalization Accuracy	0,90	Very valid
7) The material presented is in accordance with the development of students	1,00	Very valid
8) The description of the material has a theoretical basis for learning	0,95	Very valid
9) The material presented in accordance with current conditions is actual and refers to the latest references	0,95	Very valid
Amount	**0,96**	***Very valid***

Source: Primary Data 2022

Based on the table 2, it can be seen that from the aspect of content feasibility. Prototype 2 on average got a score of 0.96 with very valid criteria. Prototype 2 is considered to be in accordance with KD and learning indicators, the material presented is in accordance with the needs of students, learning activities are in accordance with learning needs and the stages of activities are in accordance with the stages of integrated thematic learning. The results of the validation of the presentation feasibility aspect can be seen in the table 3.

Based on the table 3 it can be seen that Prototype 2 obtained a value of 0.97 with a very valid category. Prototype 2 already has a clear formulation of digital learning media achievement indicators, the arrangement of digital learning media is systematic, digital learning media can improve students' basic literacy skills, digital learning media can generate students' basic literacy skills. The average value of the presentation aspect of prototype 2 is

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0.97 with a very valid category. Furthermore, the results of the validation of the linguistic aspects can be seen in the table 4.

Table 3 Results of Validation of Digital Learning Media by Expert Validators and Practitioners *(Expert Review)*

Rated aspect	Average	Category
Serving Eligibility		
1) Concept Collapse	1,00	Very Valid
2) The digital media developed has a cover that is characterized by the contents of the learning media	0,95	Very Valid
3) Digital media developed in accordance with the environment of students as users	0,95	Very Valid
4) Digital media developed can improve students' basic literacy skills	0,95	Very Valid
5) The games used can awaken students' basic literacy skills	1,00	Very Valid
Amount	**0,97**	**Very Valid**

Source: Primary Data 2022

Table 4 Results of Validation of Digital Learning Media by Experts and Practitioners (Expert Review)

Rated aspect	Average	Category
Language eligibility		
1) The digital media developed contains simple, clear and easy-to-understand sentences	0,90	Very Valid
2) Sentences used in digital learning media are in accordance with good and correct Indonesian	0,85	Very Valid
3) Digital learning media is developed according to the characteristics of students as users, namely elementary school students	0,85	Very Valid
4) Digital learning media developed are appropriate and easy to use by students as users	0,85	Very Valid
5) The developed digital learning media can create two-way interactions, namely between students and the digital learning media	0,95	Very Valid
Amount	**0,88**	**Very Valid**

Source: Primary Data 2022

Table 5 Results of Validation of Digital Learning Media by Experts and Experts

Rated aspect	Average	Category
Graphic eligibility		
1) Digital learning media developed have competitiveness against other digital learning media	0,90	Very valid
2) The display of digital learning media makes it easier for students and teachers to use it	1,00	Very valid
3) Attractive display of digital learning media	0,90	Very valid
4) The display has reflected digital learning media	0,90	Very valid
5) Digital learning media is clear and easy to read	1,00	Very valid
6) The layout of the material in digital learning media is very neat and systematic	0,90	Very valid
7) There is color compatibility between text and images	0,90	Very valid
8) Easy-to-read font type and size	0,90	Very valid
Amount	**0,92**	**Very valid**

Source: Primary Data 2022

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Based on the table 4, it can be seen that for the linguistic aspect, prototype 2 obtained a value of 0.88 with a very valid category. Prototype 2 is based on a language that is in accordance with the rules of the Indonesian language which is good, clear, easy to understand, interactive and communicative. Furthermore, the results of the validation of the graphic aspect can be seen in the table 5.

Based on the table 5 seen from the graphic aspect, prototype 2 obtained a value of 0.92 with a very valid category. The types of fonts, images and illustrations used are appropriate, and the appearance on digital learning media is attractive. From all the data that has been provided by the validator of digital learning media, it is a very valid category so it is very good to use in elementary schools in order to improve language skills in students, because learning using digital media can stimulate students' motivation to learn.

Discussion

In order to form digital learning media, there are several steps carried out by researchers, namely defining the needs needed to design e-books in Natural Sciences subjects. The first requirement is the Syllabus for Natural Sciences courses, RPP (Learning Program Plans) and Teaching Materials for Natural Sciences. In addition to collecting data, the author also requires preparation of software and hardware used in designing digital books (e-books). Biology. The software preparation in question is the preparation of the application to be used, namely the ePub Reader, along with other supporting applications needed such as Sigil, Microsoft Word and Adobe Photoshop, so that later it will produce a good digital learning media (Okra & Novera, 2019).

The use of media in the teaching and learning process is to facilitate the delivery of information. One of the technological device-based learning media that is quite easy to use is a digital book or digital book. Digital Books or commonly known as BSE, namely Electronic School Books, are media used in the learning process in the current era (Angriani et al., 2020). The learning outcomes of groups of children using digital animation learning media were higher than groups of children using digital storytelling learning media. This is because animated digital learning media can attract students' interest and make students understand more quickly. The use of this animated digital learning media makes learning active, creative, effective and fun (Panjaitan et al., 2020).

with the existence of digital learning media it will be able to improve students' literacy skills, from the data researchers can still low existing literacy skills namely First, based on several definitions from experts regarding the term literacy, it can be concluded that literacy in the 21st century is interpreted as the ability to read, write, perceive, and design things accompanied by critical thinking skills that cause a person to be able to communicate effectively and efficiently so as to create meaning in his world. Second, the reality of student literacy in Indonesia shows that the language literacy ability of Indonesian students is relatively low. This is shown from several research results by PISA and PIRLS which place students in Indonesia in the lowest 5th place in a decade. Third, literacy should not only be interpreted as the ability to read and write alone, but has a broader understanding and meaning. Elementary school students in Indonesia continue to be directed towards multiliteracy which requires students to continue to increase their understanding of information in various fields. Fourth, the difficulties faced by elementary school students in improving their language literacy skills are the inappropriate literacy practices carried out by teachers, the lack of an available literacy environment, and the different levels of parental literacy which have an impact on the lack of information literacy that students obtain from home. Fifth, in an effort to solve the problem of the difficulty of students increasing their literacy skills, various parties; policy makers and makers, schools and teachers, as well as parents have quite an essential role. So that digital learning media is really needed in order to improve students' literacy skills(Kharizmi, 2015)

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Increasing literacy skills is very much needed. Recently, efforts to improve the quality of education in Indonesia have focused a lot on increasing literacy skills as one of the crucial and urgent efforts to be disseminated to educational institutions, especially basic education. This can be seen from the government's efforts to formulate a curriculum that includes programs to empower higher education academics as partners of the government in accelerating the achievement of government targets at the basic level such as the Teaching Campus program and Thematic KKN program in the Merdeka Learn Kampus Merdeka (MBKM) curriculum. especially with the existence of a digital learning media that will be able to improve students' literacy skills, because digital media is in accordance with the current developments (Aritonang et al., 2021).

Obstacles faced by teachers in implementing literacy skills development programs are a). Obstacles are in children, namely children whose development has not yet appeared so that teachers must pay more attention to these children, b). Obstacles lie with teachers, namely teachers who are less creative in loading new learning media and teachers who don't like to read or teachers who are lazy to use books during learning, so digital media is needed that can make children interested in learning (Basyiroh, 2017).

Research on the development of elementary mathematics learning media aims to produce learning media products that can be used as an effective alternative learning media for students that can be used for independent learning, so as to improve student learning outcomes (Karim et al., 2020). The development of digital flipbook learning media for Social Sciences subjects about the beauty of diversity in my country using the ADDIE model R&D development which has been tested on students. Then the result of the final product is a digital flipbook containing social studies learning material about the beauty of diversity in my country. This media was developed using Adobe Flash and Adobe Animate. This digital flipbook was developed with good quality and deserves to be tested from the results of the assessment by experts, namely media experts and expert experts. Also this media has been tested on teachers and students. With the full elaboration, it can be concluded that in this study it was possible to produce digital flipbook media for social studies subjects on the beauty of diversity in my country for elementary students to use as a means or learning media in the teaching and learning process in elementary schools (Oktaviani & Arini, 2021).

College Literacy as a soft skill that must be possessed by each individual is defined as dynamic capabilities that continue to evolve over time. Literacy too defined as the knowledge and skills students need to access, understand, analyze, evaluate information, interpret information, disclose thoughts and emotions, presenting thoughts and opinions, interacting with peopleothers and participate in activities inside and outside of school (Hardiyanti & Alwi, 2022)

The digital learning media being developed is interactive based on Google Slides which has been developed properly and can be used as a learning medium to improve students' understanding of concepts, especially about Simple Fractions material. The developed interactive learning media is still limited to Simple Fraction material. With these limitations, the researcher suggests carrying out further development in various other subject matter and this can be done using software or other platforms so that students' understanding of the material can be further improved (Purnama & Pramudiani, 2021)

Nearpod E-media can be concluded that the product developed in the form of Nearpod E-media after being validated by an expert validator obtains very feasible results so that it can be developed and used, therefore Nearpod E-media is an alternative media that can be used by teachers in learning eye content science lessons or other subject matter content. In addition, from the results of testing the effectiveness of product use, it can be concluded that Emedia Nearpod through the Discovery Model applied in learning can improve students' critical thinking skills so that this type of media can be declared effective (Susanto, 2021)

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This learning video media is so that learning in class runs smoothly and learning objectives can be achieved, so before using learning video media, the teacher should read the instruction manual for utilization. During learning the teacher acts as a facilitator who directs students when the learning process takes place. After the learning activities are completed, the teacher can evaluate learning by conducting question and answer questions to students regarding the material (Utami & Asri Hardini, 2021).

Conclusion

Based on the results of the research conducted, it was found that the design of digital learning media to improve basic literacy skills in integrated thematic learning in elementary school which contains the theme of Four, healthy is important sub-theme one my blood circulation is healthy, has been tested for validity by paying attention to four aspects of the assessment, namely, feasibility aspects content, presentation aspects, language feasibility aspects, and graphic aspects. From the results of the validation test involving five expert validators, the final validity value was obtained, namely digital learning media to improve students' basic literacy skills in integrated thematic learning in elementary schools with a very valid category. So that this digital learning media can be used as a learning medium that can improve students' basic literacy skills and an alternative for teachers in presenting experience and knowledge that follows the times to students in accordance with the educational objectives of the 2013 curriculum.

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Tabel 1. Overall RPP validation

Assessment Aspect	Total Scores Given by Expert Validators and Practitioners					Amount	Max Score	Validation Value
	V1	V2	V3	V4	V5			
A. Identity								
1. Completeness of Identity In the RPP, which contains the name of the education unit, class/semester theme, sub-theme, lesson content, and time allocation.	4	4	4	4	4	20	20	1,00
2. Identity Clarity	4	4	4	4	4	20		1,00
3. Coherent Identity/Systematic Writing	4	4	4	4	4	20		1,00
4. Contains Core Competencies (KI) and Basic Competencies (KD)	4	4	4	4	4	20		1,00
Amount								1,00
B. Indicator Formulation								
5. Formulation of indicators that are suitable for basic competence (KD)	3	4	4	3	4	18	20	0,90
6. Formulation of indicators using clear operational verb	3	4	4	4	4	19		0,95
7. Formulation of indicators from stage the simple to the level complex	3	4	4	4	4	19		0,95
Amount								0,93
C. Formulation of Learning Objectives								
8. Formulation of learning objectives in accordance with the indicators	3	4	4	4	4	19	20	0,95
9. Indicator formulation implement Audience usage rules behavior, condition, degree (A B C D)	3	4	4	4	4	19		0,95
10. Goal formulation complete logical from easy to the hard one	4	3	4	4	4	19		0,95
Amount								0,95

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D. Selection of Learning Materials	4	3	4	4	4	19	20	0,95
11. The selection of selected materials is in accordance with KI, KD, indicators and learning objectives.	4	4	4	4	4	20		1,00
12. Selected teaching materials are taken from various sources varied								
Amount								0,98
E. Selection of Learning Resources and Media								
13. Learning resources and media according to purpose learning	3	4	4	4	4	19	20	0,95
14. Learning resources and media according to the learning material The selected	3	4	4	4	4	19		0,95
15. Learning resources and media according to the characteristics of the participants education	4	4	4	4	4	20		1,00
Amount								0,97
F. Preparation of Learning Activities								
16. Learning Activities Implemented	4	4	4	4	4	20	20	1,00
17. All indicators implemented In the learning process	3	4	4	4	4	19		0,95
18. Learning activities are able to increase the active participation of students in learning activities.	3	4	4	4	4	19		0,95
19. Learning activities are in accordance with the time allocation that has been prepared	3	3	4	4	4	18		0,90
Amount								0,95
G. Evaluation								
20. Appropriately designed assessment with indicators and goals learning	4	4	4	4	4	20	20	1,00
21. Student worksheets Prepared to be able to measure achievement of goal learning	3	4	4	4	4	19		0,95
22. Scoring rubric according to rated aspect	3	4	4	4	4	19		0,95
Amount	76	85	88	87	88			0,97
Overall average	0,86,0,97,1,00, 0,99,1,00					424	440	0,96

Source: Primary Data 2022