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Research Article

The Effect of Problem-Based Learning Model Assisted by Lift The Flap Book: Enhancing Reading Motivation of 3rd Grade Students

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Abstract

The development of language, especially reading, needs to develop starting from early grade students in primary schools because it is one of the language skills. The purpose of this research was to determine the effect of the model of problem-based learning assisted by the lift flap book on the ability to tell of first-grade students in primary schools. The design chosen is quasi-experimental with a non-equivalent control group. The experimental group was given treatment, while the control group was without treatment. The population used in this research is third-grade students of Group 5 of Puren Public Primary School in Depok sub-district. The research subjects are 54 students with the details of 28 control class students and 26 experimental class students. Third-grade students at Puren Public Primary School and Ngringin Public Primary School are as research samples. Sampling uses a purposive sampling technique because sampling is based on certain objectives. Data were obtained through direct observation to school with observations of reading motivation which was analyzed with the t-test variants. The results show that the $t_{arithmetic}$ is 3.488, t_{table} with reference to the formula (a/2); (df) equals (0.05/2); (54) equals 0.025; 54, then the value of t_{table} = 2.00488, thus $t_{arithmetic} > t_{table}$ 3.814 > 2.005. Therefore, Ho is rejected while Ha is accepted, meaning that learning with problem-based learning assisted by the lift flap book influences students' reading motivation.

Keywords:

problem-based learning, lift the flap book, reading motivation

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Introduction

Language skills, one of which is reading, will support individuals in communication. Communication skills become one of the important future skills to learn from the age of primary education (Binkley et al., 2012). Reading activities will expand individual knowledge so that it will continue to grow and develop. This activity will succeed if supported by high interest. Education and Culture Policy Research Center of the Research and Development Agency of the Ministry of Education and Culture 2019 conducts a research on the literacy activities of 34 provinces in Indonesia in which the results show that the Special Region of Yogyakarta has the reading rate of 56.20%. These results are still relatively low because the reading literacy index is classified as high if it reaches 80.01%.

Over the past 15 years, researchers have become increasingly interested in conducting research on children's motivation to read, because motivation is very important to improve reading skills, even individuals with high cognitive abilities will not be able to read for a long time without motivation, (John, et al., (2009) Motivation is a process that stimulates behavior or makes us do an action, (Arends, 2012). In children aged 6 years, heredity and environment affect the ability to read, (Logan et al., 2013, Petrill et al., 2012). Reading motivation has been identified as the main key to reading ability in theoretical models and empirical research. If students feel reading is uneasy, they will avoid reading activities (Michael Becker et al., 2010, Guthrie et al., 2009).

Factors that influence children in reading include the type of media of reading and instructions from the teacher, (Conner et al., 2009). Learning difficulties will prevent students from achieving maximum achievement and learning success at the primary school level will determine learning success at the next level (Maryani, Husna, Wangid, Mustadi, & Vahechart, 2018). Meaningful education is an effective effort to shape holistic intelligent people to be ready to face the dynamics that develop in all areas of life (Mustadi, 2018). The government is trying to implement a curriculum that leads to holistic learning so that currently the 2013 curriculum is applied.

In the 2013 curriculum, learning is carried out using a scientific approach and supported by an authentic assessment system in the hope that learning in schools is able to 'teach' students so that learning is truly significant for students (Mustadi, 2018). The 2013 curriculum contains thematic lessons, so learning is no longer based on certain subjects but becomes an integral unity. One of the contents of the lessons in the 2013 curriculum in primary schools is the Indonesian language and one of the materials is reading.

Currently, teachers are required to teach more creatively and not be boring, teachers hold the key in improving learning outcomes and they must be smart at innovating in the use of appropriate methods in learning (Astuti, Mustadi, 2014,

Bruce Joyce et al., 2011,). Students are interested in reading with the support of media and learning models. According to Mustadi, A (2018), the methods and media used must vary and pay attention to the situation and environment as well as the objectives to achieve. One model that can be applied to learning is the problem-based learning model (PBL). The PBL model emphasizes students' communication skills through a discussion process. *The methods used in PBL and the specific skills developed include the ability to demonstrate effective communication skills and to use content knowledge and intellectual skills to become continual learners* (Hmelo-Silver, 2015). Learning with the problem-based learning model is designed based on everyday problems, is open-ended and is close to the student environment, collaborative (Allen et al., 2011, Anindyta & Suwarjo, 2014).

In the PBL model, the focus of learning is on the chosen problem so that participants not only learn the concepts related to the problem but also learn the scientific method for solving the problem, (Agussalim et al., 2019). The problem-based learning model is closely related to higher-order thinking skills (Diekema et al., 2011). Students' thinking tends to be more critical in responding to and looking at problems/phenomena that occur in the daily environment. PBL emphasizes analytical thinking skills as well as problem-solving. Levin (2001) explains students are directed to learn to solve problems, where the problem is adopted from problems that exist in everyday life, learn about materials that are considered important, and practice skills under the guidance of a teacher or supervisor. It is clear that in problem-based learning students do not just think mathematically, but they also learn to solve problems.

The application of PBL models in learning can be done with the help of learning media to make it easier to deliver the material, and one of them is the lift the flap book. The lift flap book is part of the picture book, which consists of pictures explained by text (Lukans, 1999). Children often remember stories and use pictures as reading guides, (Tomkins & Hoskisson, 1995). *Lift the flap book* is a book that shows the potential for movement and interaction through the use of paper as a material for folds, rolls, shapes, wheels or turns, (Bluemel & Taylor, 2012). The same characteristics as storybooks include (1) theme; (2) title; (3) figures and characterizations; (4) background; (5) storytelling style (Mitchel, 2003). Lift flap book is a picture storybook and part of it can be opened and closed, so this media is attractive to primary school students.

Experiments using the PBL model assisted by the lift flap book to increase reading interest have never been done before. However, there is almost the same research that is Nur Indah Sylvia's research, Hariani, (2015) about the use of pop-up books on the narrative essay writing skills of primary school students. The results of the research prove that the pop-up book media influences the narrative essay writing skills of primary school students. Based on the description above, the

research was conducted to prove the effectiveness of the PBL model assisted by The Lift Flap Book on the reading motivation of grade III primary school students. Additionally, a research conducted by Irawati (2019) states that the use of lift the flap book influences self-actualization on the fourth grade of elementary students, and based on the results of Paired sample t-test, Sig. value (2-tailed) is 0.000, which is <0.05.

Problem of Study

The researcher's question is whether the PBL-model assisted by the Lift the Flap Book influences the reading motivation of grade III primary school students. Problem in learning process is the low students' reading skills, affecting the learning outcomes. Learning media has not been used maximally. Reading skill is a part of basic linguistic skills and is indispensable in understanding learning materials. Reading will expand individual knowledge, thereby it will continue to grow and evolve.

A primary key that is highly influential on the reading ability is motivation since it is a process that stimulates behavior or makes us take action. The implementation of appropriate learning models and media will affect students' motivation for reading skills. Based on the above thought, the authors have seen that the factors of the problem-based learning model and lift the flap book media can influence the motivation of reading. Therefore, the authors have intended to examine and prove the influence of the problem-based learning model, with the help of the lift the flap book, on the learning motivation of 3rd Grade students.

Method

Research Design

The design chosen is quasi-experimental with a non-equivalent control group, (Creswell, 2012). The experimental group was given treatment, while the control group was without treatment. The research design is presented in the following Table 1.

Table 1.

Quasi-experimental Research Design of Study

Pre-and Posttest Design			Time
Select Control Group	Pretest	No Treatment	Posttest
Experimental Group	Pretest	Experimental Treatment	Posttest

Participants

The population used in this research is third-grade students of Group 5 of Puren Public Primary School in Depok sub-district in Indonesia. Third-grade students at Puren Public Primary School and Ngringin Public Primary School are as participants. Sampling uses a purposive sampling technique because sampling is based on certain objectives and criterion sampling techniques so participants must be registered 3rd grade class. The research subjects are 54 students with the details of 28 control class students and 26 experimental class students. The details of the research samples are as follows:

Table 2.

Description of Participants by Class and Gender

Class	Gender	N
Experiment	Male	13
	Female	15
	Total	28
Control	Male	11
	Female	15
	Total	26
Total	Male	24
	Female	30
Totally		54

Data Collection Tools

Observation Checklist For Students Reading Motivation

The observation sheet comprises 18 items of an instrument developed from Hidayanti (2018) with a realibility of 0.836. The instrument used was the observation sheet checklist, which was made related to students' reading motivation. Data collection techniques used were observation. Observation technique was used to measure the motivation of students in the control group and the experimental group. Observation Checklist For Students Reading Motivation; sense of interest, willingness, sense of enjoyment, enthusiasm.

Reading Motivation Scale

The most important thing in data retrieval is the instrument, as a data collection tool. The instrument used to measure the reading motivation of grade III students was a questionnaire and before and after treatment. The questionnaire was developed using a Likert scale with 5 answers. Boone and Boone (2012) explains that the Likert scale can be analyzed using ANOVA parametric statistics (analysis of variance) or t-test. Before compiling the research questionnaire, the instrument content outline was first arranged. It is based on this content outline as a guideline for questionnaire preparation.

The instrument is a modification of the Hidayanti (2018), then tested it to find the reliability and validity of the questionnaire. The instrument needs to be tested

for instrument validity. Validity is a measure that shows that the measured variable is really the variable that the researcher wants to study (Cooper & Schindle, 2011). There are 18 items of data collection instrument for reading motivation tested with Cronbach Alfa Coefficient and a result of 0.836.

Data Analysis

The instrument of data collection is in the form of observation sheets that have been first tested then analyzed. Based on the results of trials with the results of the questionnaire then test the validity of using *Bivariate Pearson* correlation (Pearson Moment Product) with the help of SPSS 24 obtained r arithmetic ≥ r table is 0.3882. While the reliability test using Cronbach's alpha method, the result was 0.836, compared with the r-value of the significance table 0.05 with a 2-tailed test, with a total of 28 data, r table = 0.3610. The results are r arithmetic > r table, so it can be concluded that the items are reliable. Therefore, it can be concluded that the instrument is valid and reliable.

Data collection techniques in research using observation sheet of students' reading motivation. The SPSS 24.0 computer program is a statistical tool with a statistical significance value of 0.05. Before the t-test is carried out, it must pass the homogeneity test stage with the Kolmogorov-Smirnov test and the data normality test stage using the Levene Quality Test. The analysis technique used is the parametric statistical analysis technique with an independent t-test, where if $t_{arithmetic} \geq t_{table}$, then this research is signed to have an influence between the two variables.

Research Procedure

The data of this research were obtained from the scores of students observing the motivation to read students before and after the experiment. This research was conducted for 9 weeks with the details of the first week of observation by performing pre-test to the experimental class and the control class. The 2nd week until 8th week was the learning with the treatment of applying the problem-based learning model assisted by lift the flap book to the experimental classes and the conventional models to the control class. In the 9th week, a post-test was performed to the experiment class and the control class. In brief, the research procedure can be seen on the following Table 3:

Table 3.

Research Procedure

		Number of meeting									
Week		1	2	3	4	5	6	7	8	9	
Class	O_1	Experiment									O_2
		Control									O_2

Description:

O_1 = measurement of reading motivation (observation before treatment)

O_2 = measurement of reading motivation (observation after treatment)

Based on the problem to be analyzed, the learning uses two groups, namely experimental group and control group. Experimental group applies problem-based learning model assisted by lift the flap book. The learning process can be seen in the following figure.

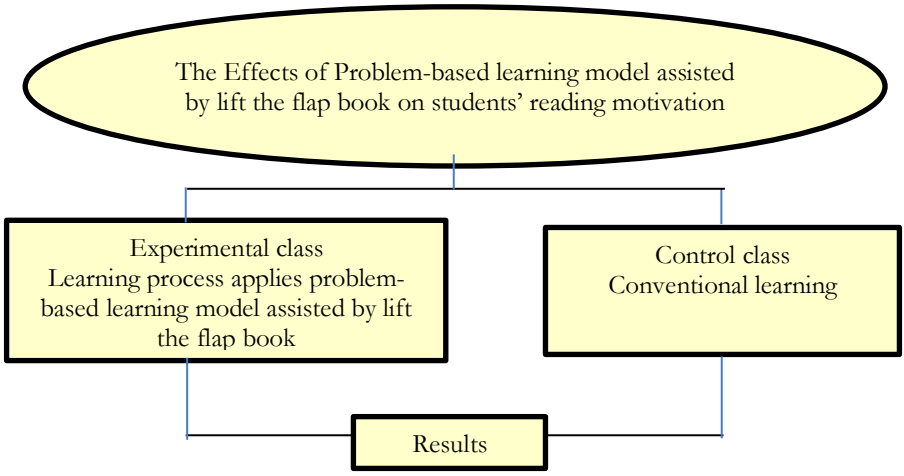

Figure 1
Outline of Learning in the Experimental Class and the Control Class

Figure 2.
The Learning Process with a Problem Based Learning Model with the Help of Lift the Flap Book

Results

If we know changes in children in increasing motivation to read, then the teacher will be more effective in creating conditions that are conducive to the development of motivation or motivation to read, (Guthrie, et al., 2010). In this research, the motivation to read is the influence of the use of learning models and media. The problem-based learning model using rocky lift the flap book will influence students' reading motivation. This is evidenced by comparing students' reading

motivation from the experimental class applying the PBL model assisted by the lift flap book with the control class applying conventional learning.

The results of observation using the observation sheet are arranged based on the grid in table 4 below:

Table 4.
Content Outline of Reading Motivation Scale

No	Aspect	Indicator	Number of Items	Item Number	
				Positive	Negative
1	Interest	Showing love for reading activities	2	1	9
		Spending more time on reading activities	2	8, 17	-
2	Willingness	Having a desire for reading activities	2	16, 18	-
		Reading without coercion	3	2, 14	15
3	Happiness	Not feeling bored when doing reading activities	2	7	11
		Working on reading assignments on time	3	3, 6, 12	-
4	Enthusiasm	Enthusiastic in reading activities	3	5, 10	13
		Showing maximum effort in reading activities	1	4	-

It is known that the average pretest value of the experimental group amounts to $\bar{X}$=68.55 with a standard deviation of 10.40 and the average value of the pretest of the control group amounts to $\bar{X}$=68.20 with a standard deviation of 9.86. Both are not different, which means the two treatment groups are homogeneous. After the action with the PBL model assisted by the lift flap book in the experimental class, the posttest mean value of the experimental group amounts to $\bar{X}$=77.64 with a standard deviation of 5.85 and the average value of the control group amounts to $\bar{X}$=69.00 with a standard deviation of 10.34.

Descriptive Test

Descriptive test used to see the general overview of the data includes average, median, and maximum & minimum values.

The results of descriptive test can be seen in the following table:

Table 5.
Descriptive Test Data

No	Data	Experiment Class	Control Class
1.	Mean	77.64	69.00
2.	Median	77.50	70.50
3.	Minimum value	63	49
4.	Maximum value	86	86

Based on the table above, it can be concluded that there are differences between the experimental class and the control class. Mean value of the experimental class is $\bar{X}$=77.64, while mean value of the control class is $\bar{X}$=69.00. Median value of the experimental class is $\bar{X}$=77.50, while median value of the control class is $\bar{X}$=70.50. Minimum value of the experimental class is 63, while minimum value of the control class is 49. Maximum value of the control class and the experimental class are the same, namely 86.

Normality Test

Normality test data aims to determine the normality or symmetry of the distribution of research data obtained. Testing the normality of data with Kolmogorov Smirnov to prove the suitability of the observed variables. The data normality test results are presented in the following table:

Table 6.

Data Normality Test Results

		Shapiro-Wilk		
Reading motivation	Class	Statistics	df	Sig
	Experimental Class	.950	28	.197
	Control Class	.965	26	.500

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the output table above, it is known that the value of df (degree of freedom) for the experimental group is 28 and the control group is 26. The number of data samples for each group is more than 50 so that the decision making decision for data normality uses the Shapiro-Wilk technique. It is known from the output that the Sig value is known, for the experimental group of 0.197, and the control group of 0.500. Because the Significance value (Sig.) for the two groups is greater than 0.05, then as the basis for decision making in the Shapiro Wilk normality test above, the data is normally distributed.

Homogeneity Test

Homogeneity tests are important assumptions or conditions in various types of parametric statistical analysis. Homogeneity test to find out whether the variations of several populations have the same variance or not. Homogeneity test of two classes namely the experimental class and the control class using Levene's test.

Table 7.

Results of Data Analysis of Homogeneity

Levene Statistic	df1	df2	Sig.
.309	1	52	.581

Based on the Test of Homogeneity of Variances output table above, it is known that the significance value (Sig.) of the reading motivation variable in the

experimental class and the control class is 0.581. Significance value is 0.581 > 0.05, then the data is homogeneous.

Testing of Hypothesis

Data that have been tested for normality and homogeneity of data are then tested by hypothesis. This test is to determine the accepted hypothesis, then to prove the effectiveness of the PBL-assisted lift the flap book model on reading motivation. Hypothesis testing in this research uses a sample independent t-test, with the aim to determine differences in students' reading motivation after treatment with the PBL model assisted by the lift flap book in the experimental group.

Table 8.

Statistics Group Test Results

	Class	N	Mean	Std. Deviation	Std. Error Mean
Reading Motivation	Experimental Class	28	71.5357	9.72009	1.83692
	Control Class	26	66.0000	8.96214	1.75762

Based on the output table "Statistics Group" above, it is known that the amount of reading motivation data for the 28 students in the experimental group, and the control group by 26 students. The average value for the experimental group is $\bar{X}$ = 71.536, and the control group is $\bar{X}$=66.00. Descriptive statistical mean of the experimental group with the control group can be concluded that there are differences in the average learning outcomes. After verifying that there is an average difference, then to prove the difference is significant (real), it is necessary to interpret the output of "Independent Samples of t-test". The results of the independent samples of t-test are presented in the following table 8:

Table 9.

Test Results with Independent Samples of t-Test

	Levene's Test for Equality of Variances		t-test for Equality of Means				
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal variances assumed	.002	.965	2.171	52	.035	5.53571	2.55013
Equal variances not assumed			2.177	51.998	.034	5.53571	2.54235

The output table shows that the Sig. "Levene's Test for Equality of Variance" is equal to 0.965 > 0.05, so it can be interpreted that the data variance between the

experimental and control groups is homogeneous or the same. Therefore, the interpretation of the independent sample of test output table above is based on the values contained in the "Equal variances assumed" table

Based on the output table "Independent Samples of Test" section "Equal variances assumed" known value of Sig. (2-tailed) of 0.03 < 0.05, then as the basis for decision making in the independent sample, t-test can be concluded that Ho is rejected and Ha is accepted. Therefore, it can be concluded that there is a significant (real) difference between the average reading motivation in the experimental group and the control group. Furthermore, from the output table above it is known that the mean value of "Difference" is equal to 5.535. This value shows the difference between the average motivation of the experimental group students with the control group or 71.536-66.000 = 5.535.

The decision making based on the comparison of the value of t arithmetic with t table in the independent simple test can be guided by the following decision method. If the value of t arithmetic < t table, then Ha is rejected, which means there is no difference in the average reading motivation of students between group A and group B. If the value of t arithmetic > t table, then Ha is accepted, which means there is a difference in the average student reading motivation between group A and group B. The $t_{arithmetic}$ value is 2.171. Look for t table with reference to the formula (a/2); (df) equals (0.05/2); (52) equals 0.025; 52, then the value of t table = 2.007, thus t arithmetic > t table 2.171> 2.005. Therefore, Ho is rejected while Ha is accepted, meaning that learning with problem-based learning assisted by the lift flap book influences students' reading motivation.

Discussion

Motivation is measured based on some indicators, namely interest, willingness, pleasure, and enthusiasm. Based on data analysis and calculations from this quasi-experimental study, it shows that the average reading motivation of the experimental class that treats using the PBL model assisted by the lift flap book is more significant than the control class. PBL emphasizes the process of communication through discussion, so students will be active. While the lift flap book is one of the media that serves to convey learning messages and is very interesting with pictures and shapes that can be opened closed like a window. Therefore, students will be motivated to carry out learning activities with the PBL model assisted by the lift flap book compared to the control class applying conventional learning.

This is in line with the results of their research (Marga, S, I Kd et al., 2014) stating that there are significant differences in learning outcomes of science between students who are learned through PBL learning models assisted by visual animation media and students who are taught through conventional learning.

Hypothesis test results show that $t_{arithmetic} > t_{table}$ (3.25 > 2.00) so that there is a significant influence on science learning outcomes among students who are learned through PBL learning model assisted by Animation Visual Media with students taught through Conventional Learning in Class V SD Group II Tampaksiring, Gianyar 2013/2014 Academic Year.

Teachers should use learning models that encourage children to solve problems or cases that exist in everyday life in collaboration. Opinion (Komang, et al., 2014) that the PBL model can encourage students to use problem-solving strategies that begin stages of finding a problem, analyzing a problem, conducting an experiment, and representing a problem. In addition, teachers must implement quality learning, correlated with good preparation, including planning, and choosing learning strategies (Mustadi, et al., 2016). Learning activities through models and with the help of appropriate media have a real influence on increasing the reading motivation of primary school students. Factors that influence children in reading include the type or medium of reading and instructions from the teacher, (Conner et al., 2009).

Students' talent and interest in reading can be directed by making something big but easy to do, easy to adapt, and using new simulations, (Zuhkriyan et al., 2019). Students will be motivated to read when learning there are new innovations and technologies to meet student needs. The results of this study indicate that PBL aided by the lift flap book significantly influences reading motivation. In line with opinions (Huang and Wang, 2012), PBL aims to assist students in increasing intrinsic motivation. In line with (Barokah, 2017), that PBL has a positive and significant influence on primary students' learning motivation with a $t_{arithmetic}$ of 13,625 and P = 0,000, P <0.05, with the acquisition of an average pretest value of 77.7857 and an average posttest of 90.00. The similarity of this research with previous research shows that the results are significant. The results of this study were obtained $t_{arithmetic}$ of 2.171, greater than the t_{table} that is 2.005, so the results of this study prove that problem-based learning assisted by the lift flap book influences reading motivation and its positive effect.

Conclusion and Recommendations

Problem during the learning process at school faced by teachers is reading. Reading activity will be successful if supported by high motivation. Media will increase students' motivation, as stated by (Conner et al, 2009). It is explained that types of reading media and instruction from teachers will affect students' reading skill.

Learning through the problem-based learning model assisted by the lift flap book has an average value that is better compared to conventional. Learning through PBL assisted by the lift flap book can increase student motivation in

reading. Students are very interested in the media that is used so that it will bring up motivation to read, while PBL will help students in solving problems faced daily. This is what makes the PBL model rocky lift the flap book can be applied in learning to increase motivation to read.

According to this research, it is recommended that students be able to use learning media in the form of lift the flap book in increasing their reading skills and implementing the developing media in the future. The other recommendation of this study is for primary school teachers to apply learning through PBL assisted by the lift the flap book to increase student motivation not just reading motivation. It is also a teacher's reference in applying learning models that are in accordance with the conditions of students based on the characteristics, learning styles, and initial abilities of students.

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