



## The Influence of Pancasila Education Bigbook Media on the Early Literacy Ability of Grade 1 Students of Catholic Elementary School 03 Frater Don Bosco Manado

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Learning Media, Early Literacy, Pancasila Education.

### Abstract

This research aims to determine the effect of using Bigbook media in learning Pancasila Education on the initial literacy skills of class I students at Catholic Elementary School 03 Frater Don Bosco Manado. The low initial literacy skills of students and their lack of interest and involvement in learning Pancasila education, which is caused by learning methods that are still conventional and lack supporting media. This research uses a quantitative approach with a quasi-experimental design and a pretest-posttest model. Data was collected through initial literacy skills tests, observations, and interviews with teachers. The research results show that Bigbook media is able to improve the ability to read, write and understand the contents of Pancasila values more effectively. This media has also been proven to attract students' attention, increase active participation, and make it easier for them to understand abstract material through visual and narrative displays that suit the learning characteristics of early childhood. Thus, the use of Bigbook media is recommended as an innovative learning alternative in instilling character values while developing students' basic literacy skills.



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### INTRODUCTION

Early literacy skills are an important aspect in basic education that affects the entire learning process of students, especially in the early stages such as grade I of Elementary School. Early literacy does not only include reading and writing skills, but also includes understanding the contents of the text and critical thinking skills. Unfortunately, there are still many students who show difficulties in these aspects. At SD Katolik 03 Frater Don Bosco Manado, the pretest results showed that the majority of grade I students had not reached the minimum completion standard in terms of early literacy, which was marked by weak abilities in recognizing letters, reading syllables, and understanding simple stories.

This condition is worsened by the learning methods that are still traditional and minimal interactive media, so that students are less motivated, especially in lessons that contain character content such as Pancasila Education. This lesson should be a means of instilling the nation's basic

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values from an early age, but it is less effective because the approach has not been adjusted to the characteristics of early childhood. To overcome this, learning media Big Books —large picture storybooks with simple text and illustrations—were introduced as an innovative alternative. Big Books are believed to increase student engagement, facilitate understanding of abstract material, and strengthen early literacy skills across the board.

## **THEORETICAL BACKGROUND**

This research is based on the constructivism theory developed by Piaget and Vygotsky, which emphasizes that knowledge is actively constructed by students through direct experience and social interaction. In this context, learning using Big Book media is in line with the constructivist approach because it encourages students to be directly involved in the process of constructing meaning through text and images presented in an interesting and contextual manner.

Characteristics of constructivist learning, such as active involvement, experiential learning, and personal meaning-making, can all be accommodated through the use of Big Book. Big Book facilitates story-based learning, allowing students not only to learn to read and write, but also to understand and internalize character values, such as tolerance, mutual cooperation, and honesty contained in the story. This is in accordance with the objectives of Pancasila Education which emphasizes the development of values and morals from an early age.

## **METHOD**

This research uses a quantitative approach with a quasi -experimental design and model. pretest-posttest control group. The subjects of the study were first-grade students of SD Katolik 03 Frater Don Bosco Manado who were divided into two groups: experimental (using Big Book) and control (using conventional methods). Data collection techniques included initial literacy tests, Pancasila Education learning outcome questionnaires, observation of student activities during learning, and interviews with class teachers.

Data analysis was conducted using statistical tests, including t-test and MANOVA, to measure the significance of differences in learning outcomes between the two groups. The validity and reliability of the instrument were tested first to ensure that the measuring instrument used was appropriate and reliable. The focus of the analysis was aimed at increasing the initial literacy scores and understanding of Pancasila values in students after the Big Book learning treatment was given.

## **RESULT AND DISCUSSION**

The results of the study showed that there was a significant difference between the experimental group using the Big Book media and the control group using conventional learning methods. Based on the results of the initial literacy ability test, the experimental group experienced a higher increase from pretest to posttest compared to the control group. The average initial literacy score of students in the experimental group increased significantly, both in terms of recognizing letters, reading simple syllables, understanding the contents of the story, and rewriting it.

Quantitative data from the test instrument showed that as many as 90% of students in the experimental group managed to exceed the Minimum Completion Criteria (KKM), while in the control group only about 50% were able to exceed this limit. In addition, the Pancasila Education learning outcome questionnaire also showed an increase in the understanding of Pancasila values among students who used the Big Book media. Students became more aware of values such as mutual cooperation, honesty, and tolerance conveyed through contextual stories in the Big Book.

Observations during the learning process also showed that students in the experimental group were more active, interested, and enthusiastic in participating in reading activities together.

They looked more focused when the teacher read stories from the Big Book, asked questions more often, and were able to respond to the contents of the story well. This shows that the visual and narrative approaches used in the Big Book are effective in increasing student participation in learning.

Interviews with class teachers confirmed the findings. Teachers stated that the use of Big Books made it easier for students to understand the material, especially in Pancasila Education lessons which were previously considered abstract. Teachers also felt helped because the Big Book media provided variation in learning and made teaching and learning activities more lively and enjoyable.

Overall, the results of this study prove that the Big Book media not only significantly improves students' early literacy skills, but also improves the quality of Pancasila Education learning through the delivery of character values that are more effective, contextual, and enjoyable.

## CONCLUSION

The results of the study showed that the use of Big Book media significantly had a positive effect on improving the early literacy skills of grade I students. Students who learned using Big Book media showed improvements in aspects of reading, writing, and understanding the contents of stories related to Pancasila values. In addition, learning with Big Book was able to create a learning atmosphere that was fun, communicative, and in accordance with the characteristics of early childhood. Students became more active, motivated, and easily understood material that was previously considered abstract.

Big Book has been proven to function not only as a literacy media, but also as a tool in shaping students' characters through stories that contain the nation's noble values. Therefore, this media is recommended to be applied more widely, especially in learning in lower grades that require a visual and narrative approach. The use of appropriate learning media such as Big Book can be an effective strategy to answer the challenges of low literacy and internalization of Pancasila values at the elementary education level.

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