

USE OF BIG BOOK MEDIA TO IMPROVE LANGUAGE AND KNOWLEDGE OF FLOOD DISASTER IN EARLY CHILDREN AT NADA ASHOBAH KINDERGARTEN SURABAYA

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Abstract

The Big Book is a learning medium in the form of a storybook with large-sized illustrations and text. The large size is specifically designed to attract students' attention and facilitate the learning process. This study presents information about flood disasters using the Big Book as the medium. The research aims to introduce education related to flood disasters and their mitigation. The research method used is descriptive qualitative. The subjects of the study are 20 children aged 5-6 years at TK IT Nada Ashobah Surabaya. Data collection techniques are based on observation, interviews, and documentation. Creswell's data analysis aims to obtain a narrative, phenomenological, grounded theory, ethnographic, and case study approach with a series of events related to human experiences. This research can be implemented in early childhood education, especially in learning related to flood disasters, to improve language skills and knowledge about flood disasters. The results of this study indicate that the Big Book medium is very effective in enhancing children's reading abilities and knowledge about flood disaster mitigation. With an attractive and interactive design, the Big Book helps children more easily recognize letters, words, and important steps in facing floods.

Keywords: Big Book, Language, Flood Disaster Knowledge, Early Childhood

INTRODUCTION

Early childhood education is an important foundation for the development of children's cognitive, language and social abilities. Early childhood education aims to create the nation's next generation who have good education and broad insight. Specifically, the aim of early childhood education is to achieve optimal early childhood growth and development through improving quality schooling services, increasing knowledge, skills and attitudes of parents in fostering optimal child growth and development, so that they can provide the necessary support for children. child development, and preparing young children so they are ready to enter basic education with adequate knowledge, language skills and awareness, including an understanding of disaster mitigation such as floods (Etivali, 2019).

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Early childhood is the first, "Early Childhood" includes children from birth to 8 years old. This limit is often used to refer to children who have not yet reached school age and is usually used by society for pre-school children. Second, "Early Childhood Setting" refers to services for children from birth to 8 years in a setting such as a home or institution, including kindergarten, elementary school, and recreation programs that last part time or part time . Third, "Early Childhood Education" consists of services provided in the early childhood setting. Usually, early childhood educators (young children) use the terms "early childhood" and "early childhood education" (early childhood education) synonymously or considered the same (Shofira & Asykuri, 2022).

At this stage, appropriate and varied stimulation is needed to support optimal growth and development of children. One important aspect that needs to be considered in early childhood education is the development of language skills. This ability plays a crucial role in children's communication, learning and social interactions. Understanding language development in early childhood is critical to achieving effective learning of basic language skills. For parents and teachers, this knowledge is very useful in optimizing children's language abilities (Isna, 2019).

Language development in early childhood is greatly influenced by the environment, because at this stage children tend to imitate what they see and hear. Therefore, it is important to create an environment that supports optimal language acquisition and development. According to the Behaviorist view, first language acquisition is controlled by stimuli from the external environment. This theory states that language is the result of response and imitation. Behaviorist figures believe that children's basic language skills are learned through habits formed by the environment and the result of imitating adults (Susanto, 2017).

One of the language skills that must be developed in early childhood is the ability to read. Reading ability is the ability to change letter symbols into pronunciation or speech, the ability to associate what the child has said with the symbols in the form of letters (Rakimahwati et al., 2018). This understanding is also supported by the following statement that reading ability is an activity of tracing, understanding, and exploring various letter symbols to form words and form sentences (Hadini, 2017).

There are various factors that cause the low ability of students in Indonesia, including (1) reading has not become a necessity or culture, (2) misunderstanding about the concept of reading ability among the community, including children and teachers, (3) increasing reading capacity is still considered a responsibility. only answer language lessons, (4) the learning process does not utilize models, methods and strategies that are diverse and appropriate for learning reading comprehension, (5) reading materials, learning activities and practice/evaluation questions in schools tend to focus on low-level thinking skills , (6) school library facilities and infrastructure are not optimal as a center for developing children's reading skills and culture, (7) the school literacy movement (GLS) program has not shown the expected progress in building a reading culture (Tahmidaten & Krismanto, 2020).

The above opinion is also supported by Aulina (Setyaningsih & Indrawati, 2022) who said that the factors that influence children's reading ability include (1) motivation. The desire to read can be triggered from within the child, depending on how parents stimulate the child's development to discover curiosity that encourages the search for new knowledge, (2) the family environment. The family environment can accompany and provide assistance if the child experiences difficulties, as well as providing a learning environment that supports the development of the child's reading ability. However, it cannot be denied that teachers are the main factor that determines the success or failure of efforts to improve the quality and innovation of education in early childhood education units (Novitasari & Fauziddin, 2022).

Apart from learning materials, developing learning media is also important in the learning process so that teachers can carry out quality pedagogical competencies so as to create a pleasant learning environment for early childhood (Church & Bateman, 2019). Thus, the use of learning media such as big books can play an important role in achieving these goals, especially in developing language skills and knowledge of early childhood about flood disasters. It is hoped that this will support the formation of a generation that is more prepared and resilient in facing various challenges in the future.

Big Book is a learning media that is effectively used to improve the language skills of young children. This large book with attractive illustrations is able to attract children's attention, so they are more interested and motivated to learn. Through the Big Book, children can learn new vocabulary, sentence structures, and how to tell stories in a more fun and interactive way. The presence of big books has become commonplace and is very popular with children, and is effective as a learning medium. This is because the stories in the book can be described with illustrations and attractive colors that match the plot and setting of the story, thus creating a pleasant learning atmosphere. Picture story books are books that contain stories, pictures and text that are interconnected (Afnida & Suparno, 2020). Even though story illustrations and pictures are two different media, in storybooks they are combined harmoniously.

The above is supported by findings from Simatupang et al., (2023) showing that the big book table calendar story book media is very suitable for use in PAUD institutions both in terms of material, media and use during storytelling activities. The big book desk calendar story book can have a significant and effective influence in improving the literacy skills of group A children at Tunas Bangsa Kindergarten. Apart from developing language skills, introduction to natural disasters, especially floods, is also an important aspect in early childhood education.

Flooding is a natural disaster that often occurs in various regions, including Indonesia. Therefore, knowledge about flood disasters needs to be introduced from an early age so that children understand how to mitigate and handle them. In this way, children can have better awareness and readiness in dealing with emergency situations. This is in line with the opinion of (Agrestin et al., 2021) which states that it is important for

children to gain knowledge about flood disasters as a preventive measure that is important and fundamental for children's daily lives to reduce the risk of disasters they face.

The impact if children do not gain knowledge about flood disasters, then children do not know what is needed either before, during or when a flood disaster occurs. Limited understanding of disaster risk, where disasters have indirectly become part of their lives, causes children to be the most vulnerable group affected by flood disasters. Anxiety problems and physical, mental, emotional, behavioral and spiritual disorders often occur in children (Agrestin et al., 2021).

Using big books as an educational medium about flood disasters can be an effective approach. Big Books can convey information in a way that is easy for children to understand, while attracting their attention through large and colorful pictures. In this way, children can learn about flood disasters in a more fun and interactive way.

Based on the results of observations made by researchers at the Nada Ashobah Wiyung IT Kindergarten in Surabaya, it shows that the reading ability of children aged 5-6 years is in the "Starting to Develop" category. This is because teachers stimulate children's reading skills using ordinary reading books so that children get bored easily. Researchers also found that group B children also did not know about flood disaster mitigation. This will have an adverse impact on children's lives considering that Surabaya is a city that is prone to flooding.

Through the problems above, researchers are interested in overcoming these problems by using big books to improve language skills and knowledge of flood disasters in early childhood at the Nada Ashobah Wiyung IT Kindergarten, Surabaya. This research aims to introduce education regarding flood disasters and how to deal with them. It is hoped that this research will contribute to the development of more effective and innovative learning methods in early childhood education, especially in the context of recognizing natural disasters and developing language skills.

RESEARCH METHODS

This research uses a qualitative approach to describe the problems and research focus. Qualitative methods are social research steps to obtain descriptive data in the form of words and images. In this research, efforts were made to collect as much descriptive data as possible which will be expressed in the form of reports and descriptions. This type of descriptive research is that if the researcher wants to know the status of something and so on, then the research is descriptive, namely explaining events (Arikunto, 2013).

With a qualitative descriptive approach, analysis of the data obtained (in the form of words, images or behavior) is not expressed in the form of numbers or statistical figures, but by providing an explanation or description of the situation or conditions studied in the form of a narrative description. The presentation must be carried out objectively so that the researcher's subjectivity in making interpretations can be avoided. The research subjects were 20 children aged 5-6 years at TK IT Nada Ashobah Surabaya.

Data collection techniques are based on observation, interviews and documentation. Creswell data analysis. This analysis aims to obtain a narrative, phenomenological, grounded theory, ethnography and case study approach with a series of events related to human experience (Rusandi & Rusli, 2021). This research can be implemented in early childhood learning, especially in learning related to flood disasters, so that it can improve language skills and knowledge of flood disasters.

RESULTS AND DISCUSSION

The use of big books in the classroom involves several methodological steps that have been well designed by the teachers at TK IT Nada Ashobah. The following are the general stages carried out in the learning process using the first big book, the teacher starts by introducing the topic that will be discussed. For example, the teacher briefly explains what flooding is and why it is important to know how to deal with it.

Second, the teacher reads stories from the big book in a clear and expressive voice. Children are invited to participate by answering questions or retelling parts of the story. Third, after reading, the teacher invites the children to discuss the content of the story. Questions like “What should we do when it floods?” or “Why can't we play in dirty flood water?” proposed to encourage further understanding.

Fourth, the teacher provides supporting activities such as drawing, coloring, or role playing related to the topic of flood mitigation. This activity helps children to process the information they have learned in a fun and creative way. Fifth, to ensure in-depth understanding, the teacher repeats this lesson periodically. This repetition is important to strengthen memory and ensure children truly understand the material.

Based on the results obtained in the field through observations and interviews at the Nada Ashobah Wiyung IT Kindergarten in Surabaya, researchers found that teachers used big book media with the theme of flood disaster mitigation to improve the reading skills of children aged 5-6 years. It is easier for children to recognize letters and syllables through a big book. This is because the letters and words in the big book are designed with various colors and are equipped with pictures so that children are interested in seeing what is in the big book.

Big books provide clear and engaging visualizations, helping children to understand and remember information better. Bright colors and interesting pictures make children more interested and focused on the material being presented. Thus, the big book not only functions as a reading learning tool, but also as an educational medium for safety.

At the age of 5-6 years, children are at a critical stage of development in their reading abilities. Recognition of letters and basic words is an important foundation for their future literacy skills. The big book used at the IT Nada Ashobah Kindergarten is designed with large, colorful letters and words and is accompanied by pictures. This design helps children recognize letters and syllables more easily.

Group B teachers at the IT Nada Ashobah Kindergarten reported that the children showed significant improvements in their reading abilities after using the big book.

Children feel happy and enthusiastic when studying with big books because of the attractive visual elements. They remember letters and words more easily because of the association with the pictures in the book. Apart from that, the interaction between the teacher and the children becomes more interactive and fun because the teacher can invite the children to discuss the pictures in the big book. This not only improves children's reading skills, but also their critical thinking and speaking skills.

The effectiveness of the big book as a learning tool lies not only in its ability to increase interest and reading ability, but also in conveying complex material such as flood disaster mitigation. Teachers at IT Kindergarten Nada Ashobah use a big book to explain real scenarios that children might face when a flood occurs. This book contains stories that describe appropriate and inappropriate actions during a flood, with strong visual support.

For example, one page of a big book might show a picture of a house being flooded, with an explanation about the importance of moving things to higher ground. Another page might show a picture of a child playing in floodwater and give reasons why it is dangerous. In this way, children not only hear information from the teacher, but also see illustrations that clarify the consequences of certain actions. This helps children to internalize the lessons better.

Flood disaster mitigation is an important topic that needs to be introduced to children from an early age. Considering that areas in Indonesia frequently experience flooding, understanding mitigation measures is very important for safety. A big book with the theme of flood disaster mitigation is used at the Nada Ashobah IT Kindergarten as a tool to teach children about actions that must be taken when a flood occurs. This book contains illustrated stories that explain steps such as moving items to higher ground, not playing with electricity, not playing in dirty flood water, and contacting relevant parties for evacuation.

Through the use of big books, children at TK IT Nada Ashobah gain deeper knowledge about flood disasters and mitigation measures. They learn that flooding is not just a frightening natural phenomenon, but something that can be faced with the right preparation and action. This knowledge is important to build their self-confidence and resilience in facing emergency situations.

Through interviews with researchers with group teachers, the results were obtained, namely that by using the big book, children could more easily recognize letters and words. They feel happy because there are lots of pictures and colors so the material is easily conveyed. Through the big book, children can easily recognize flood disaster mitigation compared to hearing stories from teachers. The big book contains stories about what children should do during a flood and is supported by colorful pictures.

Children who learn using big books are better prepared and understand what to do when a flood occurs. They can clearly mention the mitigation measures that have been studied, such as moving items to higher ground, avoiding playing with electricity, and not playing in dirty flood water. This shows that big book learning does not only provide

theoretical knowledge, but also instills practical awareness that can be applied in everyday life.

The use of big books in disaster mitigation learning at Nada Ashobah IT Kindergarten provides various benefits. Here are some of them first, attractive images and colors help children to understand and remember information more easily. Second, interactive reading increases children's participation and makes the learning process more fun. Third, children recognize letters and words more quickly because they are attracted to the visual design of the big book. Fourth, Children learn about important steps to take during a flood, increasing their preparedness in emergency situations.

The above is in accordance with the opinion which states that the use of big book stories can provide many benefits for children, namely that it can significantly influence children's reading comprehension, increase children's interest in reading and children's understanding of the content of the reading. It is also recommended to use a big book, because it is impressive for children and stimulates their development (Asha et al., 2020).

The disaster mitigation introduction program is also useful for cultivating good habits in protecting the environment, as well as educating children to understand the first steps to save themselves if a flood disaster occurs. The introduction of flood disaster mitigation can minimize the psychological impact if it is prepared early on. An introduction to flood disaster mitigation will provide children with the knowledge to be prepared and show the right response if a flood disaster occurs. Natural disaster mitigation taught from the start will increase children's ability to be alert before natural disasters, save themselves, and know what activities they can and cannot do after a disaster (Qurrotaini & Nuryanto, 2020).

CONCLUSION

The use of big books in learning at the IT Nada Ashobah Wiyung Kindergarten in Surabaya shows positive results in improving the reading skills of children aged 5-6 years and expanding their knowledge about flood disaster mitigation. Big books with illustrations and attractive colors make children interested and motivated to learn. Apart from that, big books are also effective in conveying important information about disaster mitigation in a way that is easy for children to understand.

Observations and interviews with teachers show that children recognize letters and words more easily through the big book, and they understand disaster mitigation material better than with conventional learning methods. Teachers also play an active role in using big books to create an interactive and collaborative learning environment, so that children can be actively involved in learning.

To achieve optimal learning outcomes, the use of big books must be well planned and integrated into the curriculum. Training and professional development for teachers is also important to ensure that they can use the big book effectively. With the right approach, big books can be a very effective learning tool in improving the reading skills and knowledge of young children.

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