# Development of Learning Teaching Materials Using Picture Book As Acquisition Media Indonesian Language for Students of Grade V SDN 129 Hutarimbaru, East Panyabungan Mandailing

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## ABSTRACT

*This research aims to 1) describe the acquisition of Indonesian using picture books in elementary school children and 2) describe the development of picture books that are appropriate for the cognitive development of elementary school students. This research is a type of research or what is called research and development (R&D). The sources of research data were teachers, parents, and class V students of SDN 129 Hutarimbaru Kec. East Panyabungan District. Mandailing Christmas in the 2024-2025 academic year. Data collection techniques included observation, questionnaires, and interviews. Qualitative and quantitative data analysis techniques were used. Results of Indonesian language acquisition for class V children at SDN 129 Hutarimbaru Kec. East Panyabungan District. Mandailing Natal for the 2024-2025 learning year consists of several stages: the pre-linguistic, one-word, two-word, and many-word stages. The development of picture books in research went through information gathering stages, and it was discovered that there were problems in developing children's language acquisition due to limited books and teacher competence in teaching. The next stage was the preparation of the instrument and continued with validation of the instrument that had been prepared. The results showed that the instrument was suitable for use. The next stage was the development of book designs, namely, teachers' guidebooks and student books. The results of expert validation of the product showed that the average score for the product assessment of teachers' manuals and student books was 3.98, indicating that the book developed was suitable for use without revision. In the next stage, a product trial was carried out, the result of which was that the teacher's guidebook received a score of 3.93 in the "very good" category and the student's book received a score of 3.96 in the "very good" category. This research produced the final product in the form of a picture book completed with a teacher's guide book for one year, first and second-semester student books.*

*Keywords: Learning Techniques, Imagination, Competence, Writing, Poetry*

## I. INTRODUCTION

Language skills are important for learning and mastering because language is a medium used to communicate in everyday life, especially in elementary school learning activities. Indonesian language learning activities in elementary schools can be successful if supported by the learning components. The learning components in question were objectives, materials, media, methods, students, teachers, environment, sources, and learning evaluations. One of the most important learning components is the media. Media is a tool used to facilitate learning activities to be more efficient and effective so that planned learning objectives can be achieved (Nuralifah, R., Rukayah, R. dan Y Saputri, 2022).

Learning media is used because it has the benefit of attracting students' attention so that they enjoy following learning, and can present learning materials that are still abstract in nature to be more concrete so that they are easy for students to understand and eliminate verbalism. Before using learning media, teachers must pay attention to several things that need to be considered. Teachers need to consider the criteria that need to be considered so that the media used can be utilized optimally in learning activities in the classroom.

The criteria are as follows: (1) the relevance of the media used to the subject matter and (2) the teacher's ability and skills in using learning media, (3) ease of use of learning media, (4) usefulness of the learning media used, (5) availability of media used during classroom learning, and (6) generating student interest.(Pratiwi and Meilani, 2018).

Sari (2019) stated that if the learning media is not appropriate, it can result in learning objectives not being achieved, time wasted, costs wasted, and learning unpleasant (Sari, 2019).

Children's language development can be seen from their ability to respond to sounds, follow commands, and speak spontaneously (Soetjiningsih, 2019). Children's language development will develop rapidly if they receive the right stimulation. One is through activities carried out at the Elementary School level, whose main purpose is to develop all the abilities that children have according to the child's development stage.

The selection of learning media used by teachers also needs to be adjusted to suit the uniqueness of students. Therefore, teachers need to pay attention to the character and abilities of each media so that they can determine the media that suit their conditions and needs. Picture story book media is a learning media are often used in Indonesian language learning. This is an effective medium used to channel learning materials to students. Picture story book media can attract students' attention to learning and pay attention to teachers in delivering learning materials so that they can obtain maximum learning outcomes. This research is important because learning media are an important component of learning activities. Teachers should consider choosing the right learning media according to their needs before using the media. The selection of the right learning media can affect the achievement of learning objectives. Nurgiatoro (Parwati et al., 2021) stated that picture books are books intended for children in the form of reading stories with additional visual pictures. Picture story books attract children's attention. The pictures in the story function to support and decorate the story, making it easier for children to understand the contents of the book (Apriliani & Radia, 2020). This is intended to enable children to absorb and understand what is contained in the book more quickly. This is because early childhood is still at the stages of imagination, fantasy, and play. This illustration directs children to create imaginations that match the image. The use of image media can be an effective learning tool (Hamalik, 2015).

Picture books can be used for learning so that children can acquire Indonesian skills. Obervasing the many problems faced by children in Elementary School (SD) since the government's order to implement online learning, which then made many students not understand their learning, such as how to read and write. One of these problems is caused by teachers who are less competent in providing learning materials, so that many students are not interested in learning to read and write. Teachers are the key to learning in the classroom, but this does not mean that only teachers are active in the learning process. The learning process requires activity from both learning subjects, namely, teachers and students. In the classroom, teachers play an important role in honing children's languages. Therefore, teachers must be able to determine the appropriate methods and media to increase their interest in learning. Teachers who are unable to choose and apply the right learning methods and media will not achieve the optimal learning objectives. Slameto (Parwati et al., 2021) stated that teachers play an important role in helping students use learning opportunities and various learning resources and media to achieve learning goals.

According to The Last Supper (2016), there are advantage to picture book learning media: visual images help children to know and explore problems in various fields without looking at the age range with affordable prices and practical delivery. Picture books contain illustrations and use specific themes. Images in picture book media aim to provide visual images or imagination to children so that they absorb and understand more quickly and better about the material in the book because children have imagination, fantasy, and the ability to play. Children can create imaginations in their development with the help of illustrations. The development of picture learning media aims for students to have the ability to interpret the contents of the story based on their imagination so that they can tell things in the story they have read, such as the contents of the story, observations with good language, and meaning. Story images are attempted as a tool so that students do not experience boredom and seem monotonous so that they have the desire to learn more deeply using their audio abilities optimally when paying attention to the teacher. Children who have paid attention to the teacher's story, the imagination that children have side by side according to the plot and characters in the teacher's story, and children are able to re-express and apply positive things from the plot and characters in the story. The skills that children have in re-expressing things in a story are basic skills that must be possessed. Picture books can be used for learning so that children can acquire Indonesians well. Picture books are one of the most effective media in learning, especially for lower-grade students, in improving children's language acquisition.

Based on these considerations, the author took the initiative to develop teaching materials in the form of books, which can increase students' speaking skills. Based on the description above, the researcher wants to research the research entitled, Development of Learning Materials Using Picture Books as a Medium for Acquiring Indonesian Language for Grade V Students of SDN 129 Hutarimbaru, Panyabungan Timur District, Mandailing Natal Regency, Academic Year 2024-2025".

## II. METHODS

This research is a type of research or what is called research and development (R&D). It is classified as development research because it produces products that are systematically developed using the nature and steps of development research until they meet the criteria of effectiveness, quality, or according to standards (Gall, 2017). The product produced by using research is a picture book to support the acquisition of the Indonesian language by fifth-grade elementary school students.

*Subject*

The sources of research data are teachers, parents, and students V SDN 129 Hutarimbaru, Panyabungan Timur District, Mandailing Natal Regency, Academic Year 2024-2025. The research data were the results of observations during learning activities at school, children's speech at school while being observed by researchers, and the results of interviews between researchers and teachers.

*Data Collection*
The data collection techniques used by the researchers in this study include observation, questionnaires, and interviews. The components used by the researchers to collect data are explained as follows:
Observations were conducted on the learning process and speech of students in elementary schools to identity activities in the acquisition of Indonesian. Nasution (in (Sugiyono, 2017) states that observation is the basis of all sciences. Scientists can only work based on data, namely, facts about the real world obtained through observation. Sutrisno (P.D, 2017) states that observation is a complex process composed of various biological and psychological processes. Obervations and memory are two of the most important processes. The observations carried out in this study are structured observations, which have been designed systematically about what things will be observed in the learning process.
A questionnaire is a method of data collection that gives a set of written statements and questions to respondents to be given a response or answer regarding the phenomenon being observed according to the request of the user or researcher. The questionnaires were distributed directly to the respondents. According to The Greatest Showman (2017), the questionnaire is a data collection technique carried out by giving a set of written questions or statements to respondents, namely, teachers and parents, to be answered. The questionnaire in this study was used to analyze the initial needs of grade V students of SDN 129 Hutarimbaru, Panyabungan Timur District, Mandailing Natal Regency, 2024-2025 Academic Year regarding language acquisition in learning.
After distributing the questionnaire and respondents gave answers regarding their initial needs, the researcher conducted interviews to determine more about the needs of learners regarding the topic being studied. This was done to obtain accurate information from respondents.

*Data Analysis*
Qualitative and quantitative data analysis techniques were used. Qualitative data analysis techniques were used to analyze the data collected by means of observation and interviews. Quantitative data analysis techniques were used to analyze data in the form of scores on questionnaires or needs analysis questionnaires, material validation scores, language and displays by experts, product validation scores by experts, and product assessment scores by elementary school teachers. The first step taken by researchers in analyzing data is to look back at the research objectives that have been set. Researchers have developed several stages in this data analysis technique, namely, identification, classification, interpretation, and reporting.
The data in this study are the results of the observation needs analysis, questionnaire needs analysis, teacher interview analysis, and parent interview analysis. At this stage, the data are identified, which is relevant to this development research and does not show the characteristics of markers related to the formulation of the problem. This is the first step before the classification.
The observation results were identified by narrating the results of class observations when elementary school children were at school and learning was taking place. The interview results were indentified with elementary school teachers and parents for needs analysis to determine student activities in learning, teacher activities in teaching, and children's activities at home for the acquisition of Indonesian in elementary school children.
The next stage of quantitative data analysis was the use of questionnaires. The questionnaire developed by researchers for four elementary school teachers contains 19 questions with a score range of 1-4. Quantitative data were presented as a score of the results of the assessment of the development of picture books. The scores were analyzed using descriptive statistics, namely, the average. After that, it was converted into a Likert scale with a scale model of 4 into several categories: very good (4), good (3), not good (2), and very bad (1). Scale 4 was used because respondents did not have the opportunity to be neutral towards the statements in the questionnaire. This was expressed by Widoyoko (2015:106) regarding the advantages of scale 4 compared to scales 3 and 5, which do not allow respondents to choose a 'safe zone, namely, being neutral, sufficient, or hesitant.

Table 1. Conversion of Scale Values

| Score | Category |
|---|---|
| 4 | Strongly agree |
| 3 | Agree |
| 2 | Don't agree |
| 1 | Strongly Disagree |

To obtain the score interval, a calculation formula is used by finding the highest score, lowest score, and number of classes (categories from very good to very bad) to find the interval distance (Widoyoko, 2015: 111). The following is an application of the formula used to determine interval distance:

Table 2. Category Conversion

| Score Interval | Category |
|---|---|
| $3.25 < X \leq 4.00$ | Very good |
| $2.50 < X \leq 3.25$ | Good |
| $1.75 < X \leq 2.50$ | Not good |
| $1.00 \leq X \leq 1.75$ | Very Bad |

## III. RESULTS AND DISCUSSION

A. *Data Description*

The subjects of the study were fifth-grade students of SDN 129 Hutarimbaru, Panyabungan Timur District, and Mandailing Natal Regency in the 2024-2025 academic year. The data for this study were obtained from three elementary school teachers, 10 elementary school children, and 10 parents of students. Data were obtained through observations, interviews, and questionnaires. The learning started at 08.00-09.30 WIB. The interview data were open, and the researcher interviewed teachers at school and interviewed the parents of the students. The researcher visited parents at school and at home and interviewed them directly. While the questionnaire data were obtained from teachers, the teachers filled it out, and then the researcher collected the questionnaire data.

During observations at SDN 129, Hutarimbaru, Panyabungan Timur District, and Mandailing Natal Regency. The researcher observed learning activities starting from opening, core, and closing. In these activities, the researcher wanted to observe the activities of students and teachers during learning, the methods and strategies that teachers choose to deliver learning, and prepare materials and activities that can support the acquisition of Indonesian and the development of elementary school children.

Data were collected using interview techniques with teachers and parents of students. Interviews were conducted to determine the development of children's language acquisition at school and at home.

and some questions performed well. Teachers and parents answered questions to clarify the answers to help collect data for this study.

Questionnaire data collection to determine the extent of the role of picture books in schools for teachers and elementary school children. The questionnaire data collection proceed well because the teachers filled out all the data. The collected data will be analyzed and used as a basis for product creation.

B. *Data Analysis*

Data collection using observations aimed to determine learning in the classroom. This technique was used to identity the teacher in compiling the learning steps from opening the lesson to the teacher's activities when starting the lesson. Data collection using observation techniques aimed to determine children's speech during classroom learning. This technique was used to determine the steps taken by the teacher when teaching. Researchers use observation guides to observe all classroom activities. The aspects formulated as a guide for developing picture books that are in accordance with children's Indonesian language acquisition, namely the initial activities of the teacher when starting the lesson. The next step is core learning, children's activeness at school when learning, activities during the teacher's implementation during teaching, and final activities, namely the teacher's activities when ending the lesson.

I. *Identification*

In the learning activities, the teacher did not pay enough attention to the material to be taught, so the children's learning was not controlled. However, on another day to start the learning, the teacher invited the children to pray, and by listening to the teacher's prayer, the children were not invited to say or imitate the prayer said by the teacher. When entering core learning, the teacher talked about "ants. Suddenly the child said "dicoyiet bu guyu. When the teacher heard the utterance, the tried to understand the utterance. However, the teacher did not repeat it with the correct pronunciation, but imitated the child's speech.

Based on the speech, if the teacher does not speak correctly, the child will not quickly acquire the correct language. Early childhood still uses an intermediate language, namely a language to achieve perfection, where an intermediate language is produced by someone who is in the process of mastering a second language (Pranowo, 2015: 122).

II. *Clarification*

Language acquisition that children receive from their immediate environment has a significant influence on their language development and acquisition. Below are the observation data for the children's speech learning.

C. *Picture Book Development Analysis*

This study aims to develop picture books in accordance with the cognitive development of elementary school children. The research method used was research and development. This research follows the development model described by

Borg and Gall (2017:775). The researcher adopted the development model with several modifications for the following seven steps: (1) collecting information as data for needs analysis, (2) developing product design, (3) validating product design, (4) revising product, (5) testing product, (6) revising product, and (7) production.

Information gathering was conducted to analyze the need for the development of picture book products using observation, interviews, and questionnaire techniques.

Data collection using observational techniques to determine learning situations in the classroom. This technique was used to determine the steps that the teacher used when teaching. Researchers use observation guides to observe all classroom activities. The aspects formulated as a guide for developing picture books in accordance with the cognitive development of elementary school children are the initial activities of teacher preparation before teaching, children's obedience when at school, and teacher activities when starting lessons.

When entering the core activities, the method chosen by the teacher was the child's activity at school while playing, the child's activity at school while studying, the activities during the teacher's implementation during teaching, the teacher's activities when entering the core lesson, and the teacher's activities when ending the core activity. Likewise, when entering the final or closing activity, the teacher evaluates the lesson and ends the lesson. From the activities above, the analysis shows that according to Mutia (2018), educational development provides stimulus or stimulation that results in good development for children's potential; therefore, during learning, teachers should be able to choose methods that can motivate and arouse children's imagination. One example is the picture book used by teachers in teaching, but the teacher has not used the book properly. The teacher reads only the text. Ideally, the teacher understands it and explains it in a simple language that is easy for elementary school children to understand. Thus, children can use their own language. In addition, picture books used by teachers are limited. The data below were obtained from the observation data.

Elementary school learning is said to be less than optimal because teachers have not prepared learning well to motivate children in their cognitive development. When teaching, teachers only read the text in the book and do not tell stories with simple expressions and language. Based on this data, researchers developed picture book products, and the text was separated from the images presented. By separating text and images, teachers are more optimal in preparing themselves for teaching and can develop simple language according to the environment and dialect of the child. Similar to the appearance of images, teachers can motivate children through images so that they can explore new things in the images.

Interviews were conducted with the teachers and parents. The interview aimed to determine the cognitive development of children through teacher competence with signs of reasons for wanting to become a teacher and the last educational background of the teacher. This can be seen from the teacher's answer, who said that teaching at SDN 129 Hutarimbaru, Panyabungan Timur District, Mandailing Natal Regency, because they think that the teaching profession has more free time than other professions do. For them, teaching children is very enjoyable; they can contribute to educating the nation's children, and they love children very much. Another answer said that teachers felt happy with the students, so they chose to teach in elementary school.

The average teacher inSDN 129 Hutarimbaru, Panyabungan Timur District, Mandailing Natal Regency, 2024-2025 academic year has a background in PGSD education, which greatly determines the development of education in elementary schools. This is because the basis of all education is elementary school. If the foundation of education is strong, children will not have too much difficulty entering their next level of education. Children's education is a form of education that emphasizes laying the foundation. Therefore, the level of education that must be possessed by teachers in class V SDN 129 Hutarimbaru, Panyabungan Timur District, Mandailing Natal Regency, 2024-2025 academic year is an S1 graduate majoring in PGSD so that the learning delivered can be maximized and can support language acquisition and cognitive development of students. The learning and learning media at SDN 129 Hutarimbaru, Panyabungan Timur District, Mandailing Natal Regency, 2024-2025 academic year. Mandailing Natal for the 2024-2025 academic year is not qualified, so it needs to be supported with mentoring and guidebooks that are in accordance with the character of students at SDN 129 Hutarimbaru, Panyabungan Timur District, and Mandailing Natal Regency.

Every teacher should have four basic teaching competencies: professional, pedagogical, social, and personal. However, the fifth grade teacher of SDN 129 Hutarimbaru, Panyabungan Timur District, Mandailing Natal Regency, in the 2024-2025 academic year, does not yet have these competencies. Teachers should be able to teach so that they can choose methods and prepare activities that help children's cognitive development. Therefore, researchers have developed picture book products as a medium for elementary school children's language acquisition. The book product is equipped with a teaching guide on children's characters, legends, holy books, role-playing, songs sung by children, new songs created by researchers, movements and songs, creative activities such as cutting, folding, drawing, sticking, fine motor skills, and other activities that support children's cognitive development.

Data collection using interview techniques with parents aimed to determine the cognitive development of children through the family environment with signs about breakfast and types of food. This is because breakfast for children every morning and the types of food often consumed greatly affect their cognitive development.

Elementary school children generally do not have breakfast or bring lunch to school. They only brought money to buy cakes. Likewise, the foods that children often consume at home are white rice, noodles, and vegetables planted around their house, including water spinach, potatoes, spinach, and mustard greens. Parents should prepare nutritious food, even though it does not have to be expensive. If children often consume healthy and nutritious foods, brain development will automatically improve.

Parents should be able to process food for their children. Food does not have to be expensive; the important thing is that it is healthy and has a high nutritional value. Due to nutritious food, children's cognitive development will grow well.

Therefore, researchers want to develop a picture book product that displays pictures of the importance of food, the origin of food, how to process food, simple, but healthy food, and the benefits of food. The limitations of facilities and infrastructure, especially picture books, are obstacles to children's learning.

Data collection using questionnaire techniques to determine children's cognitive development through the development of picture books and Indonesian language acquisition media with teaching indicators using learning aids, methods that children like, methods that teachers often use, the availability of picture books in schools as learning media, and the use of picture books in schools as media in learning play an important role in children's cognitive development.

Based on the data analysis above, media plays an important role in learning. However, the results of data analysis in the field of teachers of SDN 129 Hutarimbaru, Panyabungan Timur District, and Mandailing Natal Regency do not yet understand the function of learning media. This is evident from the data obtained in terms of these two indicators. The description of the data includes one teacher who sometimes teaches using learning aids, stating that they strongly agree (33%), and two teachers stated that they agree (67%) to use learning aids. Two other teachers (67%) stated that teaching did not required aid. Another teacher stated that they disagreed with 33%. Therefore, it can be concluded that researchers need to develop picture books as a medium for elementary school children's Indonesian language acquisition, equipped with a teaching guide. The guide makes it easier for teachers to teach and develop creativity in choosing methods and determining elementary school children's activities to support language acquisition and children's cognitive development. Therefore, the pictures displayed must be interesting and motivate children to be more creative when carrying out learning activities.

The images displayed can help teachers utilize media in learning so that children's activities can stimulate their imagination. In addition, the images displayed were adjusted according to the theme and environment of the students. The images are displayed outside the student's environment with the aim that students can experience the learning process from direct experience and gain new knowledge beyond the experience they have ever had. The book developed is interactive because it requires an intense interaction process between teachers and children so that it can function optimally for children's acquisition of Indonesian language. The images were displayed without text so that teachers had the opportunity to develop children's linguistic abilities according to the context of their lives.

Based on the results of the needs analysis, the following problems were found in SDN 129 Hutarimbaru, Panyabungan Timur District, and Mandailing Natal Regency:

1) Teachers are less able to develop a set of learning materials, thus hindering the learning process of elementary school children.
2) Teachers only teach as is; there is no teaching preparation, such as creating Weekly Activity Units or Daily Activity Units.
3) Teachers have not been able to determine the methods or media that will be used for teaching. The selection of learning methods or media is very important for children to obtain new knowledge from their teachers or schools.
4) Teachers do not yet understand the function of learning media.
5) There are limitations in facilities, infrastructure, and learning media that support language acquisition for fifth-grade students of SDN 129 Hutarimbaru, Panyabungan Timur District, and Mandailing Natal Regency in the 2024-2025 academic year.

D. *Picture Book Product Development*

The products developed in this study were student books, illustrated guidebooks, and their steps. This book is based on a number of development plans consisting of (a) compiling instruments used for product development, (b) validating instruments, and (c) developing the design of guidebooks and student books. Several of these plans are explained be low.

I. *The preparation of instruments used for developing instrument products is an important thing in developing products.*
There are several instruments used in the planning stage of book development to develop the product of teachers' guidebooks and students' books. Some of the instruments developed include language validation questionnaire instruments, materials and displays for teachers' guidebooks, validation of material and display instruments for student books, and product trials.

II. *Performing Instrument Validation*
The instruments that were prepared were validated by expert lecturers who are experienced in the field of educational research. The purpose of instrument validation is to determine the level of suitability of the instrument, so that it is suitable for use. The expert lecturer who validated the instrument in the field of language Rahmat Kartolo, S.Pd., M.Pd., Ph.D. He is a lecturer in Indonesian Language and Literature at Al-Washliyah Muslim Nusantara University.

III. *Developing Book Products*
The products developed in this study were teachers' guidebooks and books. The Teacher's Guidebook is entitled "Teacher's Guidebook for Illustrated Learning as a Media for Elementary School Children's Indonesian Language Acquisition and Children's Cognitive Development.' The Student Books for the first and second semesters are entitled 'Pictures and Activities as Media for Indonesian Language Acquisition and Children's Cognitive Development.' The Teacher's Guidebook contains six themes based on the results of the (2013 needs analysis and curriculum research. The compilejon of Core Competencies and Basic Competencies is developed based on the 2013 curriculum by considering the characteristics and initial abilities of children and the objectives of each development. The compilation of indicators is a variable that can help teachers measure various changes that occur either directly or indirectly, compiling learning

materials and learning activities that are adjusted to the theme and title that refer to the images that will be displayed for language acquisition and children's cognitive development to develop children's fine motor skills and creativity.

The student book consists of two books for semesters, one and two. The first semester book consists of three themes, namely the theme of myself, nature, food. The second semester book consists of three themes, namely the theme of plants, animals, and vehicles. The student book contains pictures for the acquisition of the Indonesian language and cognitive development of elementary school in the form and activities implemented through the teacher's guidebook.

E. *Product Design Validation*

Product validation is performed after the design of the illustrated book in the form of a guidebook and the student book is completed. The book product has a draft design consisting of three parts:

(1) Product Graphics
a. book title
b. letter form
c. Cover image
d. Book color
e. Cover paper

The front cover of the product must look attractive and have Times New Roman or appropriate writing, and the color should be clearly adjusted to the cover background so that it is easy to read. The writing on the cover is adjusted to its function, not the same size, including the title of the book, name of the author, semester, and elementary school. The images on the cover were designed to be attractive with images of elementary school children's activities and creativity. Images were made in full and partial sizes. The color of the book is adjusted according to the writing and images so that the images and writing are clearly visible. The cover paper is an art paper A4, and the cover thickness and content are different. The back cover only contains blank-colored paper as a divider and images of the theme or activity to motivate. Student book and teacher's guide book. The student book consists of

a. Theme title
b. content
c. image

The contents of the first-semester student book consist of three themes: the theme of self, nature, and food. In the theme of the self, the designed images are images of recognizing names, family, home environment, body parts, etc. The theme of nature is that designed images are celestial objects. The theme of food and the designed images are about health and four healthy foods.

The contents of the second-semester student book consisted of three themes: plant, animal, and vehicle. The plant theme consist ed of images designed for the benefits of tree parts and various tree types. The animal theme consisted of images designed for the cultural pasola of the North Sumatran people and pets in North Sumatra. Vehicle theme images were designed for various types of air, land, sea, and space vehicles.

The teacher's guidebook consists of a theme, b. foreword, c. content d. Core Competencies and Basic Competencies, e. indicators, f. materials, guides and activities, benefits of activities, and the book. The contents of the teacher's guidebook consist of themes, forewords, and forewords in the product intended to greet, invite, encourage, and provide a basic understanding of the product, as well as an overview of the product's contents. Content to identify the various themes and core of the theme to be taught. Sub-sub-theme display content. The theme of the product was designed to describe the materials to be taught. Core and basic competencies are the minimum knowledge, skills, and attitudes that will be achieved/owned by a student to show that the student has been able to master the competency standards that have been set. Indicators are variables that help measure changes that occur both directly and indirectly. The materials and guides were instructions for use in learning. Activities are activities or exercises being performed. The benefits of activities are the results of learning that haves been obtained to support the acquisition of Indonesians and their cognitive development. Closing is an expression of gratitude for compiling the product and understanding the existence of the product that has been made.

The book background consists of: a. number of pages, b. image layout, and c. type of image. Product graphics: The front cover of the product must look attractive and have varied writing and colors clearly adjusted to the cover background, so that it is easy to read. The writing on the cover is adjusted to its function, not the same size, including the title of the book, name of the compiler, semester, and elementary school. The images on the cover were designed to be attractive with images of elementary school children's activities and creativity. Images were obtained in full and partial sizes. The color of the book is adjusted according to the writing and images so that the images and writing are clearly visible. The cover paper is an art paper A4, and the cover thickness and content are different. The back cover only contains blank-colored paper as a divider and images of the theme or activity to motivate.

Researchers prepared an asseement questionnaire in advance to facilitate experts in assessing picture book products. The teacher's guidebook assessment questionnaire consisted of three assessment aspects: language, material, and appearance. In the validation process of the textbook product, the researcher used the 4-point scoring scale proposed by Widoyoko (2015). The gradation of the answers ranged from very positive to very negative, with a score range of 1-4. The description of the score range is as follows: 1 = very bad assessment statement used, 2 = bad assessment statement used and needs to be improved, 3 = good assessment statement used, and 4 = very good aspect statement used. The validator is free to

provide objective assessments in accordance with eligibility provisions. To determine the interval distance regarding the level of respondent attitudes starting from the category of very bad, bad, good to very good, the following formula is used.
Highest score: 4 (very good)
Lowest score: 1 (very bad)
Number of classes: 4 (very bad, bad, good, and very good)

Table 1. Score Intervals with Scale Categories 4

| Score | Criteria |
|---|---|
| $3.25 < X \leq 4.00$ | Very good |
| $2.50 < X \leq 3.25$ | Good |
| $1.75 < X \leq 2.50$ | Not good |
| $1.00 < X \leq 1.75$ | Very bad |

Product validation was conducted to assess the language aspects of teachers' guidebooks. This product validation was conducted by experts in their fields so that it can help researchers examine things that still need to be improved in picture books and teacher guidebooks. The assessment of the language aspect used a Likert scale with a score of 1-4. The language aspect assessment questionnaire contained seven statements. The following are the results of the experts' recapitulation of the validation of the teacher's guidebook product.

The results of product validation conducted by the lecturer of the language aspect of the teacher's guidebook in Table 4.12, it can be concluded that the seven statements in the product assessment questionnaire by experts from the language aspect received a score of 28 with an average of 4.00. This shows that the picture book product is a good category. A score of 4.00 is in the interval $3.25 < X \leq 4.00$. This means that, from the language aspect, the product developed by the researcher is suitable for use without revision. The validator commented that, in general, when viewed from the language aspect, the teacher's guidebook was suitable for use without revision.

In addition to the language quality aspect of the teacher's guidebook product, the product is assessed from the material quality aspect. There were eight assessments of this aspect. The results of the assessment of the eight aspects are as follows: The results of the product validation carried out by the lecturer on the material quality aspect of the teacher's guidebook show that the eight statements in the product assessment questionnaire by experts from the material quality aspect had a score of 32 with an average of 4.00. This shows that the illustrated book product of the teacher's guidebook is a good category. The score of 32 with an average of 4.00 is in the interval $3.25 < X \leq 4.00$. This means that, from the material quality aspect, the product developed by the researcher is suitable for use without revision. The validator commented that, in general, when viewed from the material quality aspect, the teacher's guidebook was suitable for use without revision.

In addition to the language quality and material aspects of the teacher's guidebook product, the product was also assessed from the perspective of appearance quality. There were 16 assessments of this aspect. The results of the product validation carried out by the lecturer on the aspect of the appearance quality of the teacher's guidebook show that the 16 statements in the product assessment questionnaire by experts from the aspect of appearance quality got a score of 64 with an average of 4.00. This shows that the picture book product is a good category. The score of 64 with an average of 4.00 is in the interval $3.25 < X \leq 4.00$. This means that, from the aspect of appearance quality, the product developed by the researcher is suitable for use without revision. The validator commented that, in general, when viewed from the aspect of appearance quality, the teacher's guidebook was suitable for use without revision.

In addition to the teacher's guide book product, the student-book product material quality aspect was-assessed to obtain the product eligibility category. There were nine assessments of this aspect. The assessment of these nine aspects is as follows.

From the results of product validation conducted by lecturers regarding the quality aspect of student book materials, it can be concluded that the nine statements in the product assessment questionnaire by experts from the material quality aspect had a score of 36 with an average of 4.00. This shows that illustrated book products are a very good category. A score of 36 with an average of 4.00 is in the interval $3.25 < X \leq 4.00$. This means that, from the material quality aspect, the product developed by the researcher is suitable for use without revision. The validator commented that, in general, when viewed from the material quality aspect, the student book was suitable for use without revision.

In addition to the quality aspect of the student book product material, the product is assessed from the aspect of appearance quality. Seven assessments of this aspect were conducted. The results of the product validation carried out by the lecturer on the aspect of the appearance quality of the student book, it can be concluded that the seven statements in the product assessment questionnaire by experts from the aspect of appearance quality got a score of 27 with an average of 3.95. This shows that illustrated book products are a very good category. A score of 27, with an average of 3.95 is in the interval $3.25 < X \leq 4.00$. This means that, from the aspect of appearance quality, the product developed by the researcher is suitable for use without revision. The validator did not provide any comments that, in general, when viewed from the aspect of appearance quality, the student book was suitable for use without revision.

Based on expert assessments of the language, material, and appearance aspects of the guidebook product, as well as the material and appearance aspects of the student-book product, it can be said that the products developed by researchers are suitable for use. This can be observed from the average scores obtained for each aspect.

Table 2. Average score of Expert Validation Results

| No. | Product | Assessment Aspects | Average Score |
|---|---|---|---|
| 1 | Teacher's Guidebook Student Book | Linguistics | 4.00 |
| | | Material | 4.00 |
| | | Appearance | 3.95 |
| | Average Score | | 3.98 |

The average assessment score for teachers' guide book products was 3.98. In the scoring guidelines presented by Widoyoko (2015:106), a score in the interval of $3.25 < X \leq 4.00$ is classified as very good. This means that the illustrated book product develop by the researcher for teacher and student guide books is suitable for use without revision. The following is a recapitulation of the average percentage of book validation:

Lecturers validated illustrated book products, teachers, and student guidebooks in learning. There are three aspects of the guidebook that have been assessed by expert lecturers, namely, linguistic aspects, materials, and appearance, explained as follows.

The results of the expert lecturer's assessment of the linguistic aspects developed by the researcher are analyzed as follows.

Table 3. Product Validation Data Analysis for Language Aspects
Teacher's Guide Book

| Category | Score | Linguistic Aspects | |
|---|---|---|---|
| | | Frequency Statement | Amount Average |
| Very good | 4 | 7 | |
| Good | 3 | 0 | 4.00 |
| Not good | 2 | 0 | |
| Very bad | 1 | 0 | |

Based on the table above, it can be seen that the expert validation of the language aspect "very good" is seven, the good category is 0, the bad category is 0, the very bad category is 0 with an average of 4.00. Overall, it illustrates that the language explained in the illustrated book of the teacher's guidebook has the category of "very good." Therefore, the teacher's guidebook on language does not need to be revised.

The results of the expert lecturer's assessment of the material aspects developed by the researcher will be analyzed as follows.

Table 4. Product Validation Data Analysis Material Aspects of Teacher's Guide Book

| Category | Score | Linguistic Aspects | |
|---|---|---|---|
| | | Frequency Statement | Amount Average |
| Very good | 4 | 8 | |
| Good | 3 | 0 | 4.00 |
| Not good | 2 | 0 | |
| Very bad | 1 | 0 | |

Based on the table above, it can be seen that the expert validation of the material aspect "very good" is eight, the good category is 0, the bad category is 0, the very bad category is 0 with an average of 4.00. Overall, it illustrates that the material explained in the illustrated book of the teacher's guidebook has the category of "very good." Therefore, the teacher's guidebook on the material aspect does not need to be revised.

The results of the expert lecturer's assessment of the material aspects developed by the researcher will be analyzed as follows.

Table 5. Product Validation Data Analysis Appearance Aspect
Teacher's Guide Book

| Category | Score | Linguistic Aspects | |
| --- | --- | --- | --- |
| | | Frequency Statement | Amount Average |
| Very good | 4 | 16 | |
| Good | 3 | 0 | 4.00 |
| Not good | 2 | 0 | |
| Very bad | 1 | 0 | |

Based on the table above, it can be seen that the expert validation of the "very good" appearance aspect is eight, the good category is 0, the bad category is 0, and the very bad category is 0, with an average of 4.00. Overall, this illustrates that the material explained in the illustrated book of the teacher's guidebook has a "very good" category. Therefore, the teacher's guidebook material does not need to be revised.

Table 6. Summary of Validation Assessment Scores Against
Teacher's Guide Book

| No | Assessment aspects | Average amount |
| --- | --- | --- |
| 1 | Linguistics | 4.00 |
| 2 | Material | 4.00 |
| 3 | Appearance | 4.00 |
| | Average amount | 4.00 |

Based on the summary of the assessment scores above, the quality of the illustrated teacher's guidebook made by the researcher is categorized as "very good" with an average score of 4.00. The validator commented that, in general, the teacher's guidebook was suitable for use without revision.
The results of the expert lecturer's assessment of the material aspects developed by the researcher will be analyzed as follows.

Table 7. Product Validation Data Analysis for Student Book Material Aspects

| Category | Score | Linguistic Aspects | |
| --- | --- | --- | --- |
| | | Frequency Statement | Amount Average |
| Very good | 4 | 7 | |
| Good | 3 | 0 | 4.00 |
| Not good | 2 | 0 | |
| Very bad | 1 | 0 | |

Based on the table above, it can be seen that the expert validation of the material aspect "very good" is seven, the good category is 0, the bad category is 0, the very bad category is 0 with an average of 4.00. Overall, this illustrates that the material explained in the student's picture book has a "very good" category. Therefore, the teacher's guidebook for language does not need to be revised.
The results of the expert lecturer's assessment of the appearance aspects developed by the researcher will be analyzed as follows:

Table 8. Product Validation Data Analysis for Student Book Appearance Aspects

| Category | Score | Linguistic Aspects | |
| --- | --- | --- | --- |
| | | Frequency Statement | Amount Average |
| Very good | 4 | 7 | |
| Good | 3 | 0 | 4.00 |
| Not good | 2 | 0 | |
| Very bad | 1 | 0 | |

Based on the table above, it can be seen that the expert assessment on the appearance aspect, namely the category "very good" totaling 7, the category good totaling 0, the category not good totaling 0, and the category very bad totaling 0 with an average of 4.00. Overall, it illustrates that the appearance described in the student's picture book has the category of "very good." Therefore, the students' book material does not need to be revised.

Based on the summary of the assessment scores above, the quality of the student picture books made by the researcher is categorized as "very good" with an average score of 3.97. This shows that the student book was suitable for use without revision.

F. *Product Revision*

Product revision is performed after obtaining expert validation results, namely language, material, and display experts. The product will be improved based on suggestions and input from expert lecturers so that product revisions and picture books that are suitable for use during external validation of products in the field can be carried out. Based on the results of expert validation, it was found that the teacher's guidebook and students' book products had been declared valid, so that no revision of the initial product was needed. The products developed in the form of teacher's and students' guiedebooks can then be applied to the product trial stage.

G. *Textbook Production*

This research produced a final product in the form of a picture book equipped with a teacher's guidebook for one year and student books for semesters one and two. This book product shows the cognitive development of elementary schoolchildren. Through the preparation of themes according to the child's environment, the themes that were prepared were developed by selecting core competencies and basic competencies. Core Competencies and Basic Competencies were developed based on the 2013 curriculum by considering the characteristics and initial abilities of children and the objectives of each indicator. Indicators are variables that help teachers perform various activities. These activities cannot be separated from the material prepared and integrated into learning. Learning through varied, non-boring activities creates a pleasant atmosphere. Learning that can create a pleasant atmosphere, children learn not to feel burdened, so the education created by children is felt in their homes.

H. *Discussion*

The results of the study revealed that the acquisition of the Indonesian language by fifth-grade students of SDN 129 Hutarimbaru, Panyabungan Timur District, and Mandailing Natal Regency in the 2024-2025 academic year had not developed optimally. The results of collecting information as data for needs analysis showed that children still could not pronounce words correctly, but when the teacher listened to the incorrect words, the teacher did not correct them, instead imitating the incorrect pronunciation of the words, even though in this development, children often listened to correct speech.

Judging from the teacher factor, it is known that the problem is that elementary school teachers have limited ability to teach, so they are unable to choose methods and prepare activities that help children's language acquisition. Teacher competence in teaching is inadequate, so they are unable to optimally stimulate the development of children's Indonesian language acquisition. In addition, elementary schools also experience limitations in books as a learning medium.

Based on these problems, researchers have developed a picture book product aimed at facilitating teachers' optimal' stimulation of the development of children's Indonesian language acquisition. Picture books are interesting for use as learning media, especially for children. According to Sudjana and Rivai (2015), a picture book is a book written in light language, equipped with pictures that convey certain facts or ideas that tend to be characterized by conversation (Sudjana, N. dan Rivai, 2001).

The use of picture books as a learning medium for elementary school children will stimulate the development of Indonesian language acquisition. Picture books display interesting pictures that motivate children to imagine, want to know new things, and get to know them through their language development. Learning using picture books makes children interested in paying attention and observing them, and then teachers and children interact to explore what is in the picture. The interaction process that takes place during learning with picture books stimulates children to speak and convey what they see from the book, so that their language acquisition increases. As stated by Sudirman (2016), learning using picture media will stimulate students' thinking power, or students will be more careful in observing all learning steps, and students sharpen their thinking power and are an effective teaching aid to stimulate children in learning speaking aspects.

The use of picture book media also makes learning easier for teachers. Through picture media, teachers can become more creative in delivering teaching materials. Teachers can play a role in following the characters conveyed. The characters conveyed by the teacher correctly will attract children to learn new things so that they are motivated to convey their imagination and play an active role in following the final flow of the character, and children want to know more about other things that they have never heard of.

Dardowidjojo (2018) stated that children are in the imitation period; everything that the teacher says, the child will follow and imitate what the teacher says (Dardjowidjojo, 2018). One of the things that children imitate from the teacher is about speech and speaking; therefore, in teaching elementary school children, media is needed to help their learning development, especially for elementary school children to support their language acquisition. The acquisition of Indonesians in children is more appropriate when using picture book media. which is conveyed by the teacher well and heard by the child well too, so that the child quickly imitates the vocabulary and sentences conveyed by the teacher.

The results of the study showed that elementary school children's Indonesian language acquisition increased after learning using picture books. This is evident from the results of observations that it is known that picture books help learning in the acquisition of grade V students of SDN 129 Hutarimbaru, Panyabungan Timur District, and Mandailing Natal Regency in the 2024-2025 academic year, as evidenced by the indicators of children's daily habits, which are contained in picture books and the contents of picture books are related to daily experiences and habits. The guide in the picture book makes it easier for teachers to teach and develop creativity, which has a positive impact on students.

Teachers are also creative in choosing methods and determining children's activities that support their language acquisition and cognitive development. The images displayed were interesting and motivated children to live a better life. Better activities are reflected in children's daily experiences and habits so that they motivate children to perform activities and live better. This is in line with the views of Sudjana and Rivai (2015), who stated that pictures are graphic media used in the learning process and have a practical meaning, namely being able to communicate facts and ideas clearly and strongly through a combination of expressing words and images (Sudjana, N. dan Rivai, 2001).

Based on the research findings, it can be concluded that picture book media is a good alternative for learning the Indonesian language that is fun, especially for elementary school children, in improving their language acquisition. Interactions occur between teachers and children through picture media. Pictures as a medium for exploring new knowledge or what children acquire. Through pictures, children are motivated to explore new things so that they better understand the meaning in the picture, so that language acquisition in children will develop well. This is in line with the theory presented by Rahman (in Susanto, 2017) which states that in children's education, educators or caregivers must make planned and systematic efforts so that children can develop their potential optimally (Susanto, 2017).

This research is a development research by follows the development model explained by Borg and Gall (2017:775). The researcher adopted the development model with several modifications to obtain the following seven steps: (1) collecting information as data for needs analysis, (2) developing product design, (3) validating product design, (4) revising product, (5) testing product, (6) revising product, and (7) producing textbooks. This research aims to develop picture books in accordance with the cognitive development of elementary school children. Picture books are a supplement for improving children's cognitive development (Gall, 2017).

At the stage of collecting information as data for needs analysis, problems were found in the form of developing picture books in this study based on the findings of problems in the field, including limited facilities and infrastructure, especially picture books in schools, which are obstacles to children's learning. This is because schools receive less attention from the government and related educational institutions such as foundations. These obstacles are supported by the limitations of educators, who are not yet competent. The teacher of SDN 129 Hutarimbaru, Panyabungan Timur District, Mandailing Natal Regency, is a housewife. Therefore, there are still obstacles to developing a set of learning metdhods. The teacher only teaches as is, and there is no teaching preparation, such as making weekly or daily activity units. The teacher teaches according to the situation; for example, many children who come are given building blocks, and children arrange blocks but are not directed at what to make or arrange. If only a few children come, the teacher takes a used bobo-type book, and the children can look at the book or color the pictures.

Teachers cannot determine the methods or media to be used for teaching. The selection of learning methods or media is very important for children to obtain new knowledge from school teachers. According to Sudirman (2016), media is a physical tool used to convey the contents of teaching materials. Media can support the success of the learning process in classrooms.

StudentClass V SDN 129 Hutarimbaru Kec. Panyabungan Timur Kab. Mandailing the Natal academic year 2024-2025 cognitive development is not optimal. This is because grade V elementary school students do not get enough food containing four healthy, five perfect foods. It was proven when the researcher observed learning during recess, what the children did was buy food or snacks outside the school environment, children bought food crossing the road, even though the road was quiet but the road was passed by four-wheeled vehicles, such as trucks and water tankers. In general, elementary school students eat and drink together during recess, learn to share with friends, and larn how elementary school children eat. For example, getting used to washing hands, praying, eating should not be done jokingly, food that is eaten must be finished, food should not be scattered, atc. These habits should be maintened at an early age. However, because they are not provided with food from home, they are provided with money, and children tend to buy unhealthy foods such as instant snacks such as ciki and taro. Teachers also sell rice parcels to prepare children to buy or eat rice.

When researchers interviewed the parents of the children, the children were not given food supplies from home; with the excuse that school was not long, they went home quickly. Before going to school, not all children had breakfast, and some drank only tea. The food that the children ate every day was white rice or corn rice with vegetables planted around their houses. Sometimes, side dishes were noodles, dried fish (salted fish), meat if there was a traditional event, empty rice, namely rice, chili, and salt.

From the explanation, children eat what is important to be full, so the main food is carbohydrates, and parents have not prepared complete foods, such as vegetables and side dishes. Students do not get good nutrition for their physical development, especially their brains, because good nutritional development shapes children's cognitive development. Elementary school children are in a period of growth; they really need healthy and nutritious food because healthy and nutritious food affects the growth and development of the child. so that children do not get tired quickly while studying and sleeping. Children who receive healthy food intake are always cheerful, happy, and enthusiastic in everything, especially when studying. They are enthusiastic, motivated, and want to learn new things, particularly language acquisition. This finding is supported by Muaris (2016), who stated that the toddler period is an important period in the

process of human growth and development. Development and growth at that time determines the success of the child's growth and development in the next period.

The results of the needs analysis were then used as a basis for developing illustrated book products. The products developed in this study were student books, illustrated guidebooks, and their steps. This book is based on a number of development plans consisting of (a) compiling instruments used for product development, (b) validating instruments, and (c) developing the design of guidebooks and student books.

In the preparation of instruments used for the development of teachers' guidebooks and students' book products, there are several instruments used in the planning stage of book development. Some of the instruments developed include language validation questionnaires, materials and displays for teacher guidebooks, validation of material and display instruments for students' books, and product trials.

The instruments that have been prepared are validated by expert lecturers who are experienced in the field of educational research. The purpose of validating the instrument is to determine the level of feasibility of the instrument so that it is suitable for use. The expert lecturer who validated the instrument in the field of language, Rahmat Kartolo, S.Pd, M.Pd., Ph.D. He is a lecturer in Indonesian Language and Literature at Al-Washliyah Muslim Nusantara University.

Next, book design development was conducted. The products developed in this study were teachers' guidebooks and students' books. The Guide Book is titled "Teacher's Guide Book for Illustrated Learning as a Media for Elementary School Children's Indonesian Language Acquisition and Children's Cognitive Development". The Teacher's Guide Book contains six themes based on the results of the 2013 needs analysis and curriculum research. The preparation of core competencies and basic competencies was developed based on the 2013 curriculum by considering the characteristics and initial abilities of children and the objectives of each development. The preparation of indicators is a variable that can help teachers to measure various changes that occur either directly or indirectly, compiling learning materials and learning activities that are adjusted to the theme and title that refer to the images that will be displayed for language acquisition and cognitive development of children to develop fine motor skills and children's creativity.

The student book consists of two books for semesters, one and two. The student book contains pictures for Indonesian language acquisition and students' cognitive development.class V SDN 129 Hutarimbaru, Panyabungan Timur District, Mandailing Natal Regency, 2024-2025 academic year in the form and activities implemented through the teacher's guide book.

The next stage involved product design validation. Product validation is carried out after the design of the illustrated book in the form of a guidebook and the student book is complete. Validation was carried out on the graphic part of the book, student book, teacher guide, and book background. A validation instrument was prepared in the form of a questionnaire to facilitate the assessment. The teacher guidebook assessment questionnaire consisted of three assessment aspects: language, material, and appearance. The results of the product design validation yielded an average assessment score for the teacher guidebook and student book products (3.98). In the scoring guidelines submitted by Widoyoko (2015:106), a score in the interval $3.25 < X \leq 4.00$ is classified as a very good category. This means that the illustrated book product for the teacher guidebook and the student book developed by the researcher is suitable for use without revision.

The next stage is the product revision. Product revision is peformed after obtaining expert validation results, namely language, material, and display experts. Based on the results of expert validation, it was found that the teacher's guidebook and student book products had been declared valid, so that no revision of the initial product was needed.

This research produces a final product in the form of a picture book equipped with a teacher's guidebook for one year and student books for semesters one and two. This book product shows the development of Indonesian language acquisition in elementary school children. Learning through varied and non-boring activities and using the right learning media create a pleasant atmosphere. Learning that can create a pleasant atmosphere, children learn not to feel burdened, so that learning objectives can be optimally achieved. Supported by the theory of Hamalik (2015), it states that among learning media, picture media is the most commonly used media because students prefer pictures to writing where picture book media can be used to convey messages with a purpose, and picture media is an effective learning medium (Hamalik, 2015).

## IV.  CONCLUSIONS

The stages of language acquisition in students consist of four stages: prelinguistic, one-word, two-word, and multi-word stages. This study did not examine the prelinguistic stage because the subjects of this study were 2nd grade elementary school students aged more than five years who had passed the prelinguistic stage. At the "one word stage," elementary school children's vocabulary increases, especially in things that are displayed in picture books and conveyed by teachers. At the "two word stage," it is known that children can use two words in speaking, the learning process uses picture book media to stimulate children to speak, express ideas, and even ask questions to the teacher. At the "many word stage," it is known that the use of picture books as a learning medium further increases children's speech ability to become many words and stimulates children to speak and ask about things they want to know. This picture book was developed on the basis of the researcher's assessment and development procedures. The first stage begins with collecting information and identifying problems in the field. At this stage, researchers examined problems in developing children's language acquisition due to the limitations of books and teacher competence in teaching. Researchers have attempted to collect information based on these problems. In the second stage, the researcher conducted research on product design. The design of this research product is based on theoretical studies used by researchers and the needs of researchers in the field. Furthermore, the instrument was prepared and validated, and the results obtained were suitable for use. In the third stage,

the researcher conducted product validation involving experts. The results of expert validation on the product obtained an average score of assessment of the teacher's guidebook and student book products, namely 3.98, indicating that the developed book is suitable for use without revision. Details of expert validation included linguistic aspects with a score of 4.00, material aspects with a score of 4.00, and appearance aspects with a score of 4.00. The results of the student book validation obtained an average overall score of 3.97 with the category "very good." The details of the study include material aspects with a score of 4.00, appearance aspects with a score of 3.95. In the fourth stage, the researcher conducted a trial. The results of the product trial assessment of the teacher's guidebook scored 3.93, with the category "very good" and the student book scored 3.96 with the category "very good" vaery good. Based on the results of this assessment, development products do not need to be revised. The final stage of this research and development is the presentation of the illustrated book products and guidebooks. The illustrated book products are intended for students, were the teacher guidebooks are intended for teachers. The final product of this development has been declared valid through the validation and trial process stages; therefore, it can be said to be suitable for use.

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