

## BOOKLET BASED ON LOCAL POTENTIAL OF TABALONG REGENCY AS A MATHEMATICS LEARNING RESOURCE FOR THIRD GRADE STUDENTS

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**Abstract.** A booklet is one of the good learning resources because it conveys information in a simple, engaging, and easy-to-understand manner. Local potential is a valuable asset possessed by a region, such as natural resources, human resources, and local wisdom, which can be used to improve community welfare and regional development. Learning resources are anything that can help someone learn. These sources can be objects, people, places, or ideas that can help someone learn about new things. The acquisition of understanding and skills in mathematical concepts is called mathematical learning. This includes doing math tasks, practicing, and applying that knowledge in everyday life. This research uses the Research and Development (R&D) method. The development employs the ADDIE model, which consists of four stages: analysis, design, development, implementation, and evaluation. The subjects of the trial in this study are teachers and students of SDN Cakung Permata Nusa, grade III, with a total of 21 students. The data collection instruments are validation sheets to measure the validity of the local potential booklet, and questionnaires for teachers and students to measure the practicality of the local potential booklet. The subjects of the trial in this study are teachers and students of SDN Cakung Permata Nusa, grade III, with a total of 21 students. The data analysis techniques used in this study are aspects of validity and practicality. The research results concluded that the booklet media is feasible and has met the criteria of "very valid." Meanwhile, the feasibility test in terms of practicality is categorized as "practical," so the booklet media based on local potential is suitable for use as a learning resource in the third grade.

**Keywords:** Booklet, Local Potential, Learning Resources, Mathematics Learning

### 1. Introduction

Mathematics is one of the important subjects taught in Elementary School (SD) to provide students with knowledge and skills for everyday life. Teachers need to use various interesting and relevant learning resources in the teaching process. Mathematics is an important subject in basic education that trains the ability to think logically, systematically, and analytically. However, many students have difficulty implementing math learning in their daily lives.

Tabalong Regency, South Kalimantan, has a wealth of culture and local potential that can serve as a potential learning resource for students. Local potential is the knowledge and values passed down from generation to generation that reflect human adaptation to their environment. Local potential is part of the cultural heritage that needs to be preserved and applied in education, including in mathematics learning. Using local potential in mathematics learning can help students understand mathematical concepts more easily and meaningfully. Local potential is close to students' lives and provides concrete examples in the application of mathematics. Tabalong Regency, South Kalimantan, has a rich and diverse cultural heritage, including manugal and the balian dadas and bawo dances, which embody noble values. The potential of manugal and the balian dadas and bawo dances as sources for teaching mathematics in the third grade needs to be further explored, and this could be a beneficial step.

Booklet as learning resources have the attraction and interest of students due to their simple and appealing design. According to Imtihana et al. (in Dwi Puspita (2023)), booklets with simple

shapes and attractive designs can capture students' attention and become effective and enjoyable learning tools.

Based on the interview results with the third-grade homeroom teacher at SD Negeri Cakung Permata Nusa, Mr. Suryani, S.Pd on February 29, 2024, he stated that locally-based learning resources in Tabalong Regency are still difficult to find and it is still challenging to find teaching materials relevant to the daily lives of the people in Tabalong Regency, especially for third-grade mathematics. Due to this issue, the author is interested in developing locally-based learning resources that are easy to understand and engaging to study.

The booklet provides practical guidance for educators and students in designing and implementing mathematics-related learning activities by referring to the local potential and wealth available in Tabalong Regency. By utilizing the local wealth of manugal to delve into number concepts and the Balian Dadas and Bawo dances to explore geometry as learning materials, students can more easily understand mathematics concretely through direct experiences with the local potential around them. This opens up opportunities to enhance the understanding and implementation of mathematics in students' daily lives, thereby creating a generation with problem-solving abilities and an awareness of noble values in appreciating local cultural heritage and traditions.

## **2. Method**

Development of a booklet on Mathematics learning materials for Grade III at SD Negeri Cakung Permata Nusa using research and development methods. (Research and Development). The research method used in this study is Research and Development. (R&D). The model used in the development of this media is the ADDIE development model. According to Magdalena et al. (2024), the ADDIE model is an example of a system-based instructional design model. Consisting of 5 stages as follows: Analysis, Design, Development, Implementation, and Evaluation. Below is an illustration of the ADDIE model stages.

This research uses research and development methods to develop booklet based on local potential as a learning resource for elementary school students. The ADDIE (Analyze, Design, Develop, Implement, Evaluate) model was adopted as the development framework. This development research was conducted through an analysis of several related research findings. The research includes, among others: Marselina, et al. (2024). Conducting research with the title "Development of QR-Code Based Booklet Learning Media on the Material of Shape and Function of Human Body Parts (Five Senses) for 4th Grade Students of SDN Dawuhan Lor." The similarity in this research is the use of Booklet media with QR-Code and the ADDIE model. The difference in this research lies in the subject matter and the aspects reviewed; in Marselina's research, the material is on the shape and function of human body parts (Five Senses) and the aspect reviewed goes up to effectiveness, whereas the researcher uses mathematics as the subject matter and the aspects reviewed only go up to validity and practicality. Sopanda, L., et al. (2023) Conducted research titled "Design of E-Booklet Media Integrated with Learning Videos on Critical Thinking Skills in Relation and Function Material." The similarity in this research with the researcher's study is that the difference in this research lies in the use of E-Booklet Integrated with Video, relation and function material, and the research model using 3D, whereas the research conducted used Booklet media with QR-Code, mathematics learning subjects, and the model used was the ADDIE model. Pratiwi, Damayanti, & Primastya (2022), Conducted research titled "Development of Booklet Media on the Properties of Flat Shapes to Improve Understanding in 3rd Grade Elementary School Students." The similarity in this research lies in the use of Booklet media and 3rd grade elementary school students. Meanwhile, the difference in the research is in the material.

At this stage of the research, analysis is conducted. This is a process used to identify the appropriate solution, as well as to determine the expected competencies. At this stage, researchers conduct a preliminary study to analyze the need to develop a product. By conducting this preliminary study, they can find and establish the developed product to fit the conditions in the field. Next, the analysis phase begins. The second step in the ADDIE model is design. This step includes the design of the book, which encompasses components, appearance, and component criteria.

Locally potential-oriented is the component criterion of the book required for this research. The research was conducted through interviews and direct observations at locations based on local potential to support the use of books as a source of elementary education oriented towards local potential. The purpose of the interview was to obtain information about the potential of Tabalong Regency: Manugal and the Balian Dadas and Bawo Dance. At this development stage, the booklet has been completed. Next, the booklet will be adjusted to align with the content of CP phase B.

Then it is followed by an assessment from the validators, including experts in content, language, and design. The validation by the subject matter expert is conducted to evaluate whether the data obtained in the booklet is trustworthy and in accordance with the curriculum. In this case, Mr. H. Abdul Jabar, M.Pd serves as the content expert validator. The validation by the language expert aims to thoroughly analyze the use of language in the booklet. In this case, Ms. Isna Kasmilawati, M.Pd serves as the language expert validator. The validation by the design expert aims to ensure that the developed booklet becomes a good learning resource for elementary schools. In this case, Ms. Rahidatul Laila Agustina, M.Pd serves as the design expert validator.

After the product is declared valid by subject matter experts, design experts, and language experts. A limited practicality test will be conducted with students at SDN Cakung Permata Nusa. After that, students will be asked to fill out a questionnaire related to the locally-based potential booklet that has been created. At this stage, after the product has been tested, the researchers evaluate its usage. An evaluation of the developed product is conducted at this stage through comments, suggestions, and feedback from users. This evaluation is very important for this development stage as it allows the product to be adjusted according to user responses. Comments and suggestions from validators and users are used as references to revise the product, ensuring that it has good quality and can be used by consumers.

The trials to be conducted in the research consist of two stages, namely the validator trial and the practicality test. The purpose of these two trials is to test the validity and practicality level of a product that the researcher will develop, which is a booklet based on local potential as a learning resource. From the validator trial, the researcher receives feedback and suggestions from experts and users regarding the product.

The validation subjects consist of three subjects, namely content expert validators, media expert validators, and language expert validators. The product that has been validated and possibly revised will subsequently be field-tested. The subjects of this trial are Suryani, S.Pd. as the third-grade teacher and the third-grade students. The trial of this booklet media has been conducted at a school, namely SDN Cakung Permata Nusa. It was held on June 8 and June 10, 2024. The type of data used in this research is qualitative data and quantitative data. Data of suggestions and comments from expert validators in content, language, and media of the booklet. Survey data on practicality responded to by teachers and students regarding the developed local potential booklet.

The instruments used in the development of this booklet media are observation, interviews, and questionnaires. Observation is a direct observation technique in data collection conducted to determine what is being studied. Observation was conducted by the researcher in two stages, namely: The first observation was conducted directly at the local potential-based Manugal location in Muara Uya District, Muara Uya Village, Binjai Village, and Kunju Village. For the observation of the Balian Dadas and Bawo dances in Upau District and Jaro District, Namun Village, to collect data regarding local potential-based activities. The second observation was conducted directly at SDN Cakung Permata Nusa, to identify the issues faced by the classroom teachers. Whereas the direct observation was conducted after the booklet was ready for testing.

Interviews are a method of collecting information directly from data sources through verbal communication. Interviews are considered a superior technique because people prefer to talk rather than write. The information obtained is more accurate when interviews are conducted between researchers because it allows for the establishment of good relationships and cooperation. The interview was conducted between the researcher and the informant, Suryani, S.Pd., who is a third-grade teacher at SDN Cakung Permata Nusa. Mr. Denny and Mrs. Yati in interviews with practitioners and customary leaders who became sources of information about the local potential of manugal. Mrs. Nursiah, Mrs. Lidingna, and Mr. Rohani in interviews with practitioners and customary leaders who became sources of information about the local potential of the Balian Dadas and Bawo dances.

From the interviews conducted, the researcher learned about the local potential in Tabalong Regency. Meanwhile, the interview with the third-grade teacher aims to identify issues in the classroom.

In the research and development of the booklet media, a questionnaire was given to students and teachers to assess the practicality of the booklet. This questionnaire is a data collection method used by providing written questions to the respondents. Data analysis consists of two types of analysis: quantitative descriptive and qualitative descriptive. Qualitative descriptive analysis processes data in the form of narratives or sentences collected by researchers from interviews with subjects, as well as comments, inputs, and suggestions given on validation sheets and questionnaires. Quantitative descriptive analysis processes data in the form of numbers that indicate the level of validation calculated by subject matter experts, media experts, and media experts. To conduct an analysis of the product's validity level, a validation sheet is used to collect data from expert validation results. The purpose of this analysis is to determine the validity level of the created product and to assess the response instrument sheets for students and teachers. The booklet is said to be feasible if it meets at least the valid criteria. After the data is collected, it is then used to analyze it using the following formula:

$$\chi_i = \frac{\sum S}{S_{max}} \times 100\%$$

Source: adapted from Damayanti et al. (2018)

Note:

- S<sub>max</sub>* = Maximum score
- $\sum S$  = Total score
- $\chi_i$  = Product validity value

In the validation sheet used by expert validators in content, language, and design regarding product validity, there are 4 score options according to the question content following the scoring rules below:

Table 1 score Explanation

Statement	Score
Very Good	4
Good	3
Fair	2
Poor	1

(Modified; Widoyoko, 2018)

The score results obtained from the research are interpreted in the following product validity criteria:

Table 2 Booklet Validation Criteria

Score	Validity Criteria Levels
$3,25 < x \leq 4$	Very Valid
$2,5 < x \leq 3,25$	Valid
$1,75 < x \leq 2,5$	Less Valid
$1 < x \leq 1,75$	Not Valid

(Modified; Widoyoko, 2018)

The percentage score results obtained from the research are interpreted in the following product validity criteria:

Table 3 Percentage of Product Validity Criteria

Criteria for Assessment %	Level of Validity	Explanation
$80,00 < x \leq 100$	Very Valid	Can Be Used
$60,00 < x \leq 80,00$	Valid	Can be used but needs improvement
$40,00 < x \leq 60,00$	Quite Valid	Not recommended for use
$20,00 < x \leq 40,00$	Less Valid	Cannot be used
$0,00 < x \leq 20,00$	Very Invalid	Forbidden to use

Source: Adapted and modified from Damayanti et al. (2018)

Analysis of the product's practicality level using data from questionnaires given to teachers and students. The purpose of this analysis is to determine the practicality level of the developed product. After the data is collected, the information is then analyzed using the following formulas:

$$\chi_i = \frac{\sum S}{S_{max}} \times 100\%$$

Source: adapted from Damayanti et al. (2018) Note:

$S_{max}$  = Maximum score  
 $\sum S$  = Total score  
 $\chi_i$  = Product validity value

Response questionnaire on product practicality with 5 options according to the content of the questions with the following scoring rules:

Table 4 Product Practicality Criteria

Statement	Score
Very Good	4
Good	3
Fair	2
Poor	1

Source: Adapted from Damayanti et al. (2018)

The percentage score results obtained from the research are interpreted in the product practicality criteria developed in the following table:

Table 5 Percentage of Product Practicality Assessment Criteria

Criteria for Assessment %	Level of Validity	Explanation
$80,00 < x \leq 100$	Very Valid	Can Be Used
$60,00 < x \leq 80,00$	Valid	Can be used but needs improvement
$40,00 < x \leq 60,00$	Quite Valid	Not recommended for use
$20,00 < x \leq 40,00$	Less Valid	Cannot be used
$0,00 < x \leq 20,00$	Very Invalid	Forbidden to use

Source: Adapted from Damayanti et al. (2018)

### **3. Results and Discussion**

The researcher conducted product development trials using the ADDIE model. The researcher used the ADDIE model in five stages of research: analysis, design, development, implementation, and evaluation. In analysis stage of the activity, the researcher conducts a preliminary study to analyze the needs for developing a product. By conducting a preliminary study, the researcher can identify and establish a product that is developed to suit the conditions in the field. Based on the results of the researcher's interview with the third-grade teacher, Mr. Suryani, S.Pd. at SDN Cakung Permata Nusa, the following results were obtained. As a source of learning in the classroom, the teacher only uses textbooks and supplementary books. The textbooks only contain text and not many pictures, making it difficult for students to understand. Additionally, there are no supplementary books or textbooks related to the local potential of Tabalong Regency as a learning resource, so students do not know much about the local potential in Tabalong Regency.

#### **Analysis**



Based on the needs analysis, the researcher found that teachers face difficulties in delivering lessons due to a lack of learning resources and students' knowledge related to the local potential in Tabalong Regency is still insufficient. The researcher analyzes the existing learning outcomes before developing the product. The materials used, which were taken based on CP Phase B in grade III, were analyzed at this stage. In addition, the researchers observed local opportunities in Tabalong Regency such as Manugal, Tarian Balian Dadas, and Bawo. Then, they created a questionnaire and interviewed local leaders and people in Tabalong Regency to gather data to determine the type of product planning to be made. To complete the booklet product titled "Booklet based on the local potential of Tabalong Regency as a learning resource for third-grade students," it was compiled. This research identifies the lack of learning resources relevant to the local potential of Tabalong Regency in third-grade elementary school. To address this issue, a booklet based on local potential was developed. This booklet aims to enrich teachers' teaching methods, enhance students' understanding of local potential, and encourage active student participation in learning.

#### **Design**

Activities carried out during the design phase include creating a booklet with a cover, introduction, content, and conclusion; creating assessment sheets for validators on content, language, and design; and creating response sheets for teachers and students. The booklet was designed as attractively as possible with clear images and colors. The tools used in the creation of the booklet are the Canva application and ibisPaint X, as well as QR Code creation through ME QR on the website <http://me-qr.com/>. At the stage of creating image illustrations, the researcher used the ibisPaint X application in the drawing process. In this process, the researcher was able to create cartoon images that could enhance the appearance of the booklet.

The next activity, after obtaining the desired QR Code display, the researcher integrated it into the booklet layout using Canva. This is the product development stage that will be carried out by the researcher. At this stage, the researcher creates a booklet by considering the content of the booklet, bright colors, and photos taken to attract students' attention. After that, the product is validated by subject matter experts, language experts, and design experts. This is done until the booklet product is declared valid. The assessment activities by the validators from subject matter, language, and design experts are carried out to add and improve the content, substance, and appearance of the booklet to ensure it is suitable for use by third-grade students and teachers. Here is the table of improvements that have been made:

Table 6 The Table of Improvements

Description	After Repair	Before Repair
<p><b>Validator Materi</b></p> <p>After reviewing the material that aligns with the local potential of manugal and the balian dadas and bawo dances, changes to CP Phase B. Number and geometry material in the booklet. With the effort to facilitate third-grade students and teachers in understanding the content.</p>		
<p><b>Validator Bahasa</b></p>		

Change 3 to III. Place the name at the bottom.



The writing of "manugal" has been changed to "manugal" (italicized) because it is a regional language and also applies to "balian dadas" and "bawo." (semua halaman).



### Validator Desain

Addition of a children's illustration next to the table of contents.

**Daftar Isi**

Kata Pengantar	ii
Ucapan Terima kasih	iii
Daftar Isi	iv
Daftar Gambar	v
Bab I Pendahuluan	1
Latar Belakang	2
Tujuan, Ruang Lingkup, dan Batas	3
Metode Penelitian	4
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Masyarakat	6
Tarian Sakai Dadas dan Bawo	17
Bab III Penutup	28
Kesimpulan	29
Glosarium	30
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Addition of illustrations of children and flowers next to the image list table.

**Daftar Gambar**

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2. Peta Kalimantan	7
3. Pagarar Manugal	8
4. Rongkang Batu Manugal Spukur	9
5. Alat dan Bahan Manugal	10
6. Menggambar Rongkang Manugal	10
7. Kayu Asam	10
8. Topi Paman	10
9. Lantang	11
10. Marpaka	11
11. Tari Kumpang Anyeh	11
12. Puring	11
13. Tari Sandolet Suku Dayak Deah	12
14. Arca Makram	12
15. Tarian Sakai Dadas dan Bawo I	17
16. Tarian Sakai Dadas dan Bawo II	18
17. Peta Kabupaten Tabalong	19
18. Alat Musik	22
19. Gelang Bawa	22
20. Gering Bawa	22
21. Pakaian Asli Suku Dayak Deah	23
22. Kumpang	23
23. Candi Tembaga	24
24. Agung	24
25. Gending Tatalu	24
26. Gendang Tatalu Sakai Dadas dan Bawo	25



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5. Alat dan Bahan Manugal	10
6. Menggambar Rongkang Manugal	10
7. Kayu Asam	10
8. Topi Paman	10
9. Lantang	11
10. Marpaka	11
11. Tari Kumpang Anyeh	11
12. Puring	11
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14. Arca Makram	12
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22. Kumpang	23
23. Candi Tembaga	24
24. Agung	24
25. Gending Tatalu	24
26. Gendang Tatalu Sakai Dadas dan Bawo	25



Addition of an illustration of Kalimantan Island depicting the position of Tabalong Regency.



The size of the image is enlarged to make it easier to see.





The addition of a QR code to the booklet is integrated with the YouTube channel: Manugal sambil berhitung.

The addition of an illustrative image depicting the position of Tabalong Regency, to facilitate the depiction of the strategic position of Tabalong Regency in the distribution of the Dayak tribe.



## Development

At this stage, the developed product is evaluated. During the data collection process of the research, questionnaires and validation sheets are used to obtain feedback and suggestions from validators and users, which are used as a reference for product revisions to ensure that the product is of high quality and can be used by users. These comments and suggestions are available in the appendix. In the data collection for this research, the assessment was conducted using questionnaires from material, language, and design validators. Here are the data results from the expert validators regarding the product's validity, as shown in the following:

Table 7 Validator Assessment Results for the Booklet

No.	Aspect Being Assessed	Validation Score	Percentage (%)	Remarks
1	Subject	29	90,62%	Very Valid
2	Language	38	86,36%	Very Valid
3	Design	40	90,90%	Very Valid

Next, the validity of the response questionnaire instrument, as assessed by the validators, namely experts in content, language, and design, can be seen in the following:

Table 8 Validator Assessment Results on the Response Questionnaire

No.	Aspects Being Evaluated	Validator	Score	Percentage (%)	information
1.	Teacher Response Survey	Subject	12	85.71%	Very Valid
		Language	15	93.75%	Very Valid
		Design	16	100%	Very Valid
<b>Average</b>				$(12+15+16)/3=14,33$	
2.	Student Response Questionnaire	Subject	9	75%	Valid
		Language	12	100%	Very Valid
		Design	12	100%	Very Valid
<b>Average</b>				$(9+12+12)/3=13$	

From several improvements that have been made, the following booklet product appearance has been produced:

Table 9 Final Booklet Appearance



### A. Manugal

**Manugal**  
Membuat Manugal sebagai alat bantu belajar




Manugal adalah alat bantu belajar yang terbuat dari bahan-bahan alam yang mudah didapat. Alat ini digunakan untuk membantu siswa dalam memahami konsep-konsep matematika yang abstrak. Manugal terbuat dari bahan-bahan alam yang mudah didapat dan dapat digunakan di lingkungan sekitar.

**Manugal** adalah alat bantu belajar yang terbuat dari bahan-bahan alam yang mudah didapat. Alat ini digunakan untuk membantu siswa dalam memahami konsep-konsep matematika yang abstrak. Manugal terbuat dari bahan-bahan alam yang mudah didapat dan dapat digunakan di lingkungan sekitar.

### B. Kasepek Budek Manugal

**Kasepek Budek Manugal**  
Membuat Kasepek Budek Manugal sebagai alat bantu belajar




Kasepek Budek Manugal adalah alat bantu belajar yang terbuat dari bahan-bahan alam yang mudah didapat. Alat ini digunakan untuk membantu siswa dalam memahami konsep-konsep matematika yang abstrak. Kasepek Budek Manugal terbuat dari bahan-bahan alam yang mudah didapat dan dapat digunakan di lingkungan sekitar.

**Kasepek Budek Manugal** adalah alat bantu belajar yang terbuat dari bahan-bahan alam yang mudah didapat. Alat ini digunakan untuk membantu siswa dalam memahami konsep-konsep matematika yang abstrak. Kasepek Budek Manugal terbuat dari bahan-bahan alam yang mudah didapat dan dapat digunakan di lingkungan sekitar.

### C. Tari Ballek dan Dawa

**Tari Ballek dan Dawa**  
Membuat Tari Ballek dan Dawa sebagai alat bantu belajar




Tari Ballek dan Dawa adalah tarian tradisional yang berasal dari Kalimantan Tengah. Tarian ini memiliki makna yang mendalam dan sering digunakan sebagai alat bantu belajar dalam memahami konsep-konsep matematika yang abstrak. Tari Ballek dan Dawa terbuat dari bahan-bahan alam yang mudah didapat dan dapat digunakan di lingkungan sekitar.

**Tari Ballek dan Dawa** adalah tarian tradisional yang berasal dari Kalimantan Tengah. Tarian ini memiliki makna yang mendalam dan sering digunakan sebagai alat bantu belajar dalam memahami konsep-konsep matematika yang abstrak. Tari Ballek dan Dawa terbuat dari bahan-bahan alam yang mudah didapat dan dapat digunakan di lingkungan sekitar.

### D. Tari Ballek dan Dawa

**Tari Ballek dan Dawa**  
Membuat Tari Ballek dan Dawa sebagai alat bantu belajar




Tari Ballek dan Dawa adalah tarian tradisional yang berasal dari Kalimantan Tengah. Tarian ini memiliki makna yang mendalam dan sering digunakan sebagai alat bantu belajar dalam memahami konsep-konsep matematika yang abstrak. Tari Ballek dan Dawa terbuat dari bahan-bahan alam yang mudah didapat dan dapat digunakan di lingkungan sekitar.

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**27**



**Bab III Penutup**

**28**



**29**



**Biodata Penulis**

**30**



**31**

In the data collection for this research, two stages were conducted, namely the expert validator stage and the responses from teachers and students. The results from the expert validator can be seen in the development stage, which stated that the product was "very valid," and after the product was declared valid, it was tested to see the responses from teachers and students.

### Implementation

At the stage of activity, the researcher conducts a trial of the developed product after it has been declared valid by the validator. The researcher will conduct product trials and evaluations by 21 students and 1 third-grade teacher to determine the product's practicality level. The activities conducted at this stage were carried out on June 8, 2024, and June 10, 2024.

The booklet was introduced to the students and teachers of the third grade. The introduction phase of the booklet product during the implementation stage is a crucial step to ensure that the product is well-received by the users. (dalam hal ini, siswa dengan jumlah 21 orang dan 1 orang guru kelas III). This stage begins with the researcher providing a brief explanation of the purpose of creating the booklet, the benefits users will gain, and the general usage of the booklet. Next, a demonstration is conducted by showing directly how to use the booklet. By providing concrete examples of how the booklet can be used in learning activities.

The assessment uses a response questionnaire that has been validated by expert validators. The response questionnaire is data resulting from trials conducted with teachers and students. At this stage, the researcher provided questionnaires and development media to the third-grade homeroom teacher and 21 students with a printed-format booklet to determine the practicality of the local potential booklet of Tabalong Regency as an elementary school learning resource tested in the third grade. The student response questionnaire was given to the students after the trial activity, consisting of 9 aspects of questions. Here are the results of the student response questionnaire:

Table 10 Student Responses to the Practicality of the Booklet No.

	Nama Siswa	Skor	Presentase	Ket.
1	AR	39	86.66	Can Be Used
2.	AWR	42	93.33	Can Be Used
3.	AOP	40	88.88	Can Be Used
4.	BAK	45	100	Can Be Used
5.	CKL	39	86.66	Can Be Used
6.	DR	45	100	Can Be Used
7.	HS	45	100	Can Be Used
8.	INSDP	45	100	Can Be Used
9.	MA	33	73.33	Can be used but needs repair
10.	MB	41	91.11	Can Be Used
11.	MGSU	39	86.66	Can Be Used
12.	MH	29	64.44	Can be used but needs repair
13.	MI	35	77.77	Can be used but needs repair
14.	MNY	33	73.33	Can be used but needs repair
15.	NMA	45	100	Can Be Used
16.	NA	45	100	Can Be Used
17.	NKW	43	95.55	Can Be Used
18.	RS	36	80	Can Be Used
19.	SA	39	86.66	Can Be Used
20.	SAS	45	100	Can Be Used
21.	S	44	97.77	Can Be Used

### Evaluation

In the initial stage, validation was carried out by 3 expert validators in the fields of content, language, and design. In conducting the validation, the researcher distributed validation sheets to the validators with a total of 8 questions for the content expert, 11 questions for the language expert, and 11 questions for the design expert. The results of the validation questionnaire are used to assess the validity of the developed product. After the booklet was validated by the validators, the booklet was tested in schools. The results of the validators' assessment can be seen in figure 1.

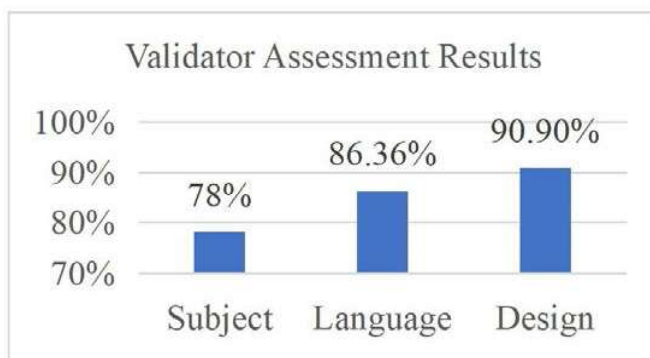


Figure 1 Validator's Assessment Results on the Booklet

Based on Figure 1, from the material expert aspect validated by Mr. H. Abdul Jabar, M.Pd with a percentage of 76%, it falls into the "valid" category. From the language expert aspect validated by Mrs. Isna Kasmilawati, M.Pd with a percentage of 86.36%, it falls into the "very valid" category. From the design expert aspect validated by Mrs. Rahidatul Laila Agustina, M.Pd with a percentage of 90.90%, it falls into the "very valid" category. Next, it can be concluded that the locally-based potential booklet developed as a learning resource for third grade can be considered very valid for use in teaching.

Practicality analysis using a questionnaire for the responses of teachers and students to understand the practicality of the booklet that has been tested on 21 students and the third-grade teacher at SDN Cakung Permata Nusa, Mr. Suryani, S.Pd. The questionnaire was given on June 8 and 10, 2023. Student Response Results, as follows:

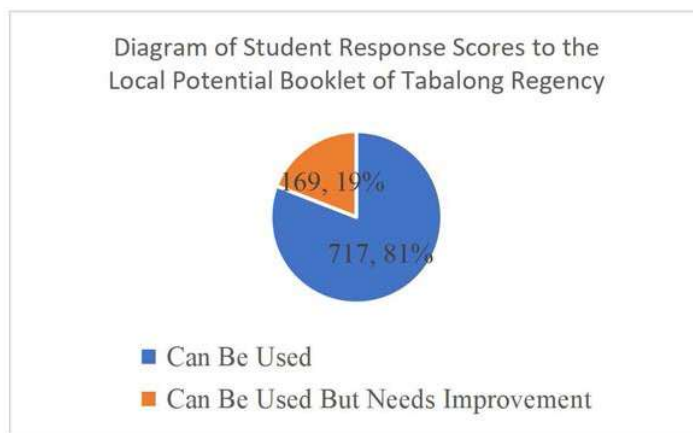


Figure 2 Student Response Score Diagram to the Local Potential Booklet of Tabalong Regency

Based on Figure 2, the student response questionnaire conducted with 21 third-grade students on the developed local potential booklet, 4 students rated the developed booklet as needing improvement, and 17 students rated the developed booklet as usable. The total score of 4 students who rated the booklet as "usable but needs improvement" was 169. The total score of 17 students who fell into the "usable" category was 717, thus the product was declared to be in the very practical category. Meanwhile, the teacher response questionnaire received a score of 77, also categorized as very practical. Thus, it can be concluded that the booklet as an elementary school learning resource can be considered very practical for use in teaching.

Practicality analysis using a questionnaire for teacher and student responses to determine the practicality of the booklet that has been tested on third-grade students and teachers. From a series of development stages that indicate the product is valid, and the results of the questionnaire calculations of third-grade student and teacher responses in the product implementation stage are declared practical. Thus, it can be concluded that the booklet is deemed suitable for use.

Although the booklet media based on the local potential of Tabalong Regency has some potential to become an effective mathematics learning resource for third-grade elementary school students, there are several weaknesses that need to be considered. The limited scope of the material, the booklet may not cover all the mathematics material studied by third-grade students according to the applicable curriculum. This can lead to gaps in understanding and mastery of the material. The suitability of the content, the level of difficulty, and the relevance of the booklet's content to the students' abilities and needs may not always be appropriate. This can make students feel frustrated or bored, and unmotivated to learn. Limited interactivity, the static and less interactive format of the booklet can restrict active student participation in the learning process. This can make them less engaged and not challenged to think critically and creatively. Dependence on the teacher, the effectiveness of the booklet as a learning resource heavily relies on the guidance and direction from the teacher. Without proper guidance, students may struggle to understand the material and complete the tasks in the booklet.

The validation of the validity of the local potential-based booklet of Tabalong Regency was carried out by expert validators in content, language, design, and questionnaire instruments. After the data is obtained, the researcher makes revisions according to the suggestions and criticisms provided by the validators. The validity assessment obtained from subject matter experts was 76%, which falls into the "valid" category. The aspects of the material evaluated include the breadth of the material in the booklet, the completeness of the information presented in the booklet, and the material's support for the development of the learners. The validity assessment obtained from language experts was 86.36%, which falls into the "very valid" category. The aspects of the material evaluated include the correctness of the grammar used, the ease of understanding the language used, the simplicity of the sentences used, and the clarity of the information provided. Furthermore, the validity assessment obtained from design experts was 90.90%, which falls into the "very valid" category. The aspects of the design evaluated include the sequential presentation of the material, the consistent use of font types and sizes, the inclusion of images, and a non-monotonous design. So it can be said that the material in the learning media must be in accordance with CP phase B for third-grade students. The developed booklet is highly valid for use in learning and can be used to assess practicality during the learning process by teachers and students at SDN Cakung Permata Nusa. The use of QR-Code in the booklet can enhance the practicality of conveying information to students with QR-Code integrated videos on the YouTube channel. This is in line with the research by Marselina, K. A., Basori, M., & Zaman, W. I. (2024). Conducting research with the title "Development of QR-Code Based Booklet Learning Media on the Shape and Function of Human Body Parts (Five Senses) for 4th Grade Students of SDN Dawuhan Lor" shows that the developed booklet learning media is deemed very feasible. The results of this study indicate that the research conducted on QR-Code based booklet learning media can be declared very valid, very practical, and very effective for improving the quality of learning on the material of the shape and function of human body parts for 4th grade students of SDN Dawuhan Lor.

The QR-Code based booklet learning media is declared practical and very good to use. This practicality is obtained from the teacher's response, which scored 93%, and the students' response, which scored 92.5%. The average of the teacher's and students' responses results in a practicality score of 93%. The booklet learning resource is very suitable for use by students when integrated with video, which is also in line with the research by Sopanda, L., Susiaty, U. D., & Hartono, H. (2023) titled "Design of Video-Integrated E-Booklet Learning Media on Critical Thinking Skills in Relation and Function Material." This study shows that the developed booklet learning media is valid for use. The results of this study indicate that the booklet learning media is valid for use.

The research conducted by Pratiwi, A., Damayanti, S., & Primastya, N. (2022), titled "Development of Booklet Media on the Properties of Flat Shapes to Improve Understanding in 3rd Grade Elementary School Students." The results of the research and development of the booklet media are as follows: 1) declared valid by meeting the criteria with a construction media booklet percentage score of 86.25%, material validity 85.45%, language validity 90%, and question validity 75%; 2) declared practical by meeting the criteria with a percentage score of 86.66%; 3) declared effective by meeting the classical learning completeness percentage of 100% for the students' test questions. Based on these percentages, the booklet media is declared valid, practical, and effective for use in the properties of flat shapes material in 3rd grade elementary school. This reinforces the statement that the use of booklets in mathematics learning can make it easier for students to study the material contained in the booklet.

Based on the three previous studies, this research is supported by evidence that the developed booklet is highly valid for use in learning. The booklet based on the local potential of Tabalong Regency has been deemed very valid by the validators, although there are some criticisms and suggestions regarding the developed product.

Based on the results of the third-grade student questionnaire, it can be concluded that the booklet can facilitate students in learning mathematics. The questionnaire for the third-grade students, totaling 21 individuals, shows a practicality result with a percentage of 86.86%, meeting the very valid criteria. In the aspect that was questioned, from the data, it can be concluded that the developed booklet received a positive response from the students. The developed booklet is said to be very practical, as seen from the students' responses in the attached questionnaire in Appendix 20, pages 172-215. This booklet makes it easy to study the local potential in the area where the students live, is interesting and easy to understand, and makes the students aware of the importance of preserving the local potential of Tabalong Regency and feeling proud to be part of the Tabalong community.

The teacher response questionnaire was also given to the teachers to understand the response of the third-grade teachers at SDN Cakung Permata Nusa. From the results of the teacher response questionnaire, a score of 77 with a percentage of 96.25% was obtained, categorizing it as very practical based on the evaluation of the 16 statements in the teacher response questionnaire. The developed booklet is said to be very practical, as evidenced by the teachers' responses in the questionnaire attached on page 138. This booklet facilitates the implementation of the learning process in the classroom, fosters curiosity, and instills a sense of concern among students to preserve the local potential of Tabalong Regency. It is concluded that the potential-based booklet of Tabalong Regency that was developed is very practical for use in learning.

#### **4. Conclusion**

Based on the research results, it was concluded that the Booklet media is feasible and has met the criteria of "very valid." Meanwhile, the feasibility test results in terms of practicality are categorized as "practical," so the booklet media based on local potential as a mathematics learning resource in the third grade is suitable for use in teaching.

The final product produced by the researchers is a booklet based on local potential as a source for learning mathematics, which can be utilized by various parties as follows, for students, it is hoped that this research can inform them about the local potential in Tabalong Regency. For teachers, the booklet can be used as a teaching medium. This booklet contains images and explanations about the local potential in Tabalong Regency. Schools can use it as a learning resource in the library. For future researchers, they can continue to test the effectiveness of the product.



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