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The Impact of Utilizing Big Book-Based Learning Media on Student's Learning Interest and Conceptual Understanding of Acid-Base Chemistry Topics

Yuyun Rusdyana[1]*, Muhajir[2], Sri Yuni Hanifah[3]
[123]Faculty of Teacher Training and Education, Dr. Soetomo University, Indonesia
*rusdyanay@gmail.com

Abstract

This study explores the use of big book-based learning media and its impact on students' interest in learning and understanding of acid-base concepts in 11th-grade chemistry at SMAN 1 Ketapang. The research applies a quantitative approach with a quasi-experimental design. Observations revealed that students' learning interest and conceptual understanding of acid-base topics were still low. To measure the effect, an independent sample t-test was conducted. The results show a significance value of $0.000 < 0.05$ for both learning interest and conceptual understanding, indicating a significant improvement after using big book-based media. The findings demonstrate that big books not only effectively enhance students' motivation and comprehension but also make learning more engaging through visually appealing and well-structured content. This format allows students to read and understand material more easily, which stimulates interest and supports deeper understanding. Consequently, big book-based media can serve as an alternative solution for teachers aiming to improve students' engagement and conceptual mastery, particularly in challenging topics like acid-base chemistry. The study emphasizes the importance of integrating creative and visually rich learning materials to foster active learning and improve educational outcomes in science subjects.

Keywords: Big Book-Based Learning Media, Student's learning interest, Student's conceptual understanding

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INTRODUCTION

Education nowadays is viewed not only as the dissemination of knowledge and the development of skills but also as the realization of individual needs, desires, and capacities (Abdul et al., 2022). Hanifah Salsabila et al. (2020) state that one of the key components in recognizing and helping people develop critical and idealistic thinking is education. To create a satisfying personal and social existence, education is now seen as not only encompassing the dissemination of knowledge and the development of skills but also the realization of individual needs, desires, and capacities (Romdanih & Yuningsih, 2021). The capacity of education is not limited in meaning due to its complexity, which is reflected in its target audience, namely

humans (Manarfa & Lasaiba, 2024; Nisa Rani & Napitupulu, 2021; Zakaria et al., 2019; Zakharova et al., 2024). Education is followed by science, which is more closely related to educational theory, emphasizing scientific thinking. Both practically and theoretically, education and the science of education are interconnected, so they have worked together throughout human existence (Desi et al., 2022; Tatnall & Fluck, 2022). Education is crucial because it must be able to use learning to prepare people for intelligence, maturity, high competence, and noble character (Hikmatul, 2023).

Education can be improved by implementing effective teaching. Learning itself is an activity carried out intentionally and structured by teachers to students so that students engage in learning activities (Festiawan, 2020). In teaching, teachers strive to help their students learn. Teachers provide new information to students through learning activities. To cultivate student's interest and critical thinking skills, teachers must always be ready to adjust their teaching methods to meet the requirements and differences of each student (Fithriyah, 2024; Ramdani et al., 2023). Digital-based learning has become one of the methods that can be utilized to tackle the ever-evolving digital challenges in line with the times (Wulandari et al., 2023). The use of media applications in the classroom can no longer be overlooked because so many teachers have incorporated media applications in various forms into their lessons, whether graphic media, audiovisual, or visual through electronics (Budianti & Fitriani, 2020).

Another important factor that often becomes the focus of initiatives to improve educational standards is student's learning interest. Learning that is considered successful is learning that can enhance student's interest in studying. Student's learning interest is the tendency of the mind towards something that consists of feelings of attention, pleasure, seriousness, motives, and goals in achieving objectives in learning topics (Nugroho et al., 2020; Siti & A. Sobandi, 2016). Students with a high level of interest in learning usually exhibit significant intrinsic motivation, leading to improved academic performance. even though students who are motivated to learn may be more engaged in their learning, this does not guarantee that they will perform better. Student's approach to academic obstacles can be influenced by their level of learning understanding, particularly in their intrinsic abilities, which can be enhanced by interest in learning (Lubis et al., 2024; Naufal Wala, 2025; Nurjannah et al., 2025). Thus, the use of media in the classroom can be beneficial and offer extraordinary advantages in helping students learn, such as increasing their motivation to study and developing their ability to think critically (Harsiwi & Arini, 2020).

Once a student's interest in learning has been formed, the student will develop the ability to understand the topics being taught easily (Hidayah & Fiki, 2016; Utami et al., 2025; Zuhri & Millati, 2023). Understanding itself is the ability possessed by students to absorb, comprehend, and apply the knowledge they receive in solving various problems that arise in daily life (Khamsatul Muharrami et al., 2021). Student understanding can also be defined as the level of ability of students to comprehend a concept or meaning accompanied by facts or knowledge they know in real life (Hidayat & Aripin, 2019; Latva-aho et al., 2024). Students who can understand a lesson will be asked to demonstrate that they comprehend the basic relationships between ideas or facts from the topics being taught (Istifada Lailatil Musyarrofah, 2024; Nichla et al., 2024). The conventional and teacher-centered

learning methods are one of the triggers for student's low understanding of the taught topics. This is because students are not directly involved in processing and following the lessons, especially in the subject of acid-base chemistry, causing them to become passive and unable to understand the topics taught by the teacher. Referring to this issue, the use of appropriate learning media such as big books can enhance student's understanding of the subject, especially in acid-base topics.

The use of Big Book refers to a large version of a book with large letters and illustrations, specifically designed so that students can explore the text and visuals, depicting concepts related to the writing as one of the strategies for building meaning. Big book learning media can better illustrate instructional topics and explain some of the terminology used in the curriculum compared to textbooks (Natasya et al., 2025). Big book learning media is a type of media that includes unique features, such as larger text and engaging illustrations, to facilitate ease of shared reading among teachers and students during the learning process. Among the unique features of this big book format are bright colors and captivating illustrations (Fauziah & Puspitasari, 2025). The big book learning media also makes a substantial contribution to student learning, which can trigger an increase in student's learning interest and their academic performance in class (Zhafira et al., 2025).

The results and analysis from the study by Wardatun et al. (2024) titled "The Influence of the Open-Ended Problem Model Supported by Big Book Media on Students' Creative Thinking Skills," published in the Journal of Professional Education Science in 2024, demonstrate that the experimental group using the open-ended problem model with Big Book media support and the control group relying solely on the open-ended problem model with Big Book media support in the 11th grade at SMAN 3 Mataram differ in their creative thinking outcomes. The t-value of the control class is 6.855, which is also more than the t-table value of 2.042, and the t-value of the experimental class is 6.779, which is higher than the t-table value of 2.032. Researchers Risna et al. (2023) additionally carried out a comparable investigation titled "Big Book: Student Scientific Literacy." The Design and Development (D&D) method is the research methodology used in this study. To demonstrate how the Big Book may affect students' science literacy, the D&D model was chosen. examining the percentage of student responses to the Big Book that met the very good criteria, the research findings indicate that students are satisfied and enthusiastic about using the Big Book for learning. Students' interest and science literacy can be enhanced by their enthusiasm for this subject. This shows how the creation of Big Books can enhance students' science literacy. Even though the research has similarities in using big books as a learning medium, it does not cover how big books can influence the improvement of student's learning interest and student's conceptual understanding. Therefore, this study will discuss the enhancement of student's learning interest and understanding using big books.

Another relevant study in this discussion is the research conducted by Purba et al. (2024) titled "The Influence of Using Big Book Learning Media on Learning Outcomes in Science Subjects on Ecosystem Topics in Grade V at SDN INPRES Perumnas 2 Waena. "The research results show that in Banyuwangi Village, Manyar District, Gresik Regency, the understanding of junior high school students is dominated by moderate-level conceptual knowledge. Understanding all three indicators of conceptual understanding is a sign of a high level of conceptual

understanding. Only the indicators of recalling or repeating concepts can be understood and met by students with a moderate level of conceptual knowledge; other indicators are not well met, leading to misunderstandings.Students with limited conceptual understanding, on the other hand, can only comprehend the indicators of recalling or repeating concepts; they cannot meet other indicators, which leads to a lack of understanding. Several aspects that influence the understanding of ideas include the approach or learning process used, student's motivation to learn, and their cognitive capacity. The research conducted did not provide a detailed explanation of how the big book media can influence student's understanding, and the population studied were elementary school students. Thus, this research will discuss the impact of using big book learning media on student's learning interest and understanding, especially in the subject of acid-base chemistry in the 11th grade at SMAN 1 Ketapang.

Based on the findings of the research observation at SMAN 1 Ketapang, teachers only use conventional models for teaching activities, which makes the learning environment boring for students. As seen from the lack of interest and understanding of students towards the chemistry curriculum, as well as their poor learning outcomes with most of their grades falling below the Minimum Completeness Criteria (KKM). This has led to low student engagement and understanding (Amir, 2023; Nabillah & Abadi, 2019; Sampe et al., 2023). This problem arises from the lack of student enthusiasm for learning, which is not evident during learning exercises and causes them to understand the subject only partially (Buyung et al., 2022). Additionally, the textbook on acid-base topics for the 11th grade is more text-heavy than visually engaging and tends to be considered very complex, causing most students to have difficulty reading and understanding the topics. Thus, with the use of big book media where students can explore texts and interactive images as one of the strategies to build meaning, it is expected to create student interest in learning, thereby making student understanding more optimal (Warsilah, 2020).

RESEARCH METHOD

This research uses quantitative techniques, also known as quantitative analytical design, which is conducted through performance structure or work phases. The quantitative approach is known for utilizing numerical data as the basis for investigation. In addition to providing context or justification for using these quantitative techniques, the use of quantitative data can serve as a specific research instrument. Therefore, the quantitative approach is the most appropriate for this research and is often used by researchers and examiners to gain a more comprehensive understanding of the correlation between variables in the study (Darmawan et al., 2024). The research design used in this study is a quasi-experimental design, which is a research design that does not randomly assign samples to experimental and control groups to better understand the cause-and-effect relationship between variables, using the pretest-posttest control group design type.

This research describes, analyzes, and compares the influence of big book media on the interest and understanding of acid-base chemistry material among 11th grade students at SMAN 1 Ketapang. The research design is as follows:

Table 1. Research Design and Planning

Groups	Pretest	Treatment	Posttest
A	OA1	X	OA2
B	OB1		OB2

Note:

A	:	Experimental Group
B	:	Control Group
OA1	:	Pretest Experimental Group
OB1	:	Pretest Control Group
X	:	Treatment
OA2	:	Posttest Experimental Group
OB2	:	Posttest Control Group

The population used in this study consists of all students in the XI MIPA Class, which comprises 6 classes with 34 students each. To replace the population, this study took a sample selected using the random sampling technique, and samples were taken from 2 classes, each with 34 students.

A test for students' conceptual understanding and a questionnaire for their learning interest are the instruments used in this research. Validity, reliability, normality, and independent sample t-test will be used to evaluate the information. The statistical testing method to evaluate the data is the independent samples t-test, which determines whether two means based on two data distributions are significant. The objective of this research is to compare the means of two statistically independent groups using the independent samples t-test to test the hypothesis. Here is the procedure to confirm the hypothesis in the independent samples t-test: (1) formulating ho and ha for each hypothesis to be tested; and (2) determining the criteria for hypothesis testing as the basis for making decisions to accept or reject the hypothesis.

For the testing of all hypotheses to be conducted, the following criteria will be used:

1. If the sig. (2-tailed) value in the independent samples test table is < 0.05, it can be concluded that the two groups have significantly different average values. The sig (2-tailed) value < 0.05, then ho is rejected, and ha is accepted.
2. If the sig. (2-tailed) value in the independent samples test table is > 0.05, it can be concluded that the two groups have mean values that are not significantly different. The sig (2-tailed) value > 0.05 means ho is accepted and ha is rejected.

RESULTS AND DISCUSSION

The results of the analysis will be explained as answers to the problem formulation raised in this research.

Result

The results of the data analysis on the first hypothesis test regarding student's learning interest can be seen in the following table:

Table 2. Group Statistic's Result of Using Independent Sample T-Test on Student's Learning Interest

Variable	Class	N	Mean
Student's learning interest	Experiment	34	33.50
	Control	34	29.47

The mean score for the experimental class is 33.50, while the mean score for the control class is 29.47, based on the results from the statistical table opposite. It is apparent that there is a difference in the scores of the experimental class and the control class because the difference between their scores is 4.03. The table below show the results of the independent sample T-test on students' interest in learning:

Table 3. Result Of Using Independent Sample T-Test on Student's Learning Interest

Variable	F	Sig.	t	df	Sig. (2-Tailed)
Student's learning interest	.106	.745	6.642	66	.000

Source: IBM SPSS for windows ver 2.1.0

The results of the independent sample t-test analysis with the utilization of Big book for student learning interest at SMAN 1 Ketapang show that there is an impact of using Big book-based learning media on students' learning interest in the Acid-Base Chemistry Topic for Class XI students at SMAN 1 Ketapang, with a significance value (2-Tailed) of 0.000 < 0.05. The following is a hypothesis testing assessment of student understanding using the Independent Sample T-test:

Table 4. Group Statistic's Result of Using Independent Sample T-Test on Student's Conceptual Understanding

Variable	Class	N	Mean
Student's conceptual understanding	Experiment	34	84.12
	Control	34	69.56

The mean score for the experimental class is 84.12, while the mean score for the control class is 69.56, according to the results from the statistical table above. It is readily apparent that there is a difference in the scores of the experimental class and the control class because the disparity among their scores is 14.56. The table below displays the results of the independent sample T-test on student understanding:

Table 5. Result Of Using Independent Sample T-Test on Student's conceptual understanding

Variable	F	Sig.	t	df	Sig. (2-Tailed)
Student's conceptual understanding	.019	.890	10.416	66	.000

Source: IBM SPSS for windows ver 2.1.0

The impact of utilizing Bigbook-based educational resources on students' conceptual understanding of the Acid-Base Chemistry subject matter for Class XI students at SMAN 1 Ketapang have been shown by the results of the independent sample t-test analysis on the utilization of Bigbook for students' conceptual understanding, which show a significance value (2-Tailed) of 0.000 < 0.05.

Discussion

Referring to the results of the first and second hypothesis tests using the independent sample t-test, it has been shown that there is an influence of using bigbook-based learning media on student's learning interest and student's conceptual understanding of acid-base chemistry topics for 11th-grade students at SMAN 1 ketapang. The statement in this study is also supported by the opinion of etika (2021), who explains that utilizing big book learning media to teach students is an effective way to encourage their interest in learning. Student engagement and interest in reading activities increase when big book media is used. Additionally, students with low reading and comprehension skills can benefit from big book media because it contains repetitive words and visually appealing graphics that help them understand the content more quickly.

Another opinion was expressed by neolia firdana & trimurtini (2018), who explained that the big book learning media can enhance student's interest and learning outcomes by presenting the subject matter in the big book learning media, which received a score of 3 with good criteria, and met the media validity with a score of 3.75 with very good criteria. Opinions supporting the statement in this study are also expressed by purba et al. (2024), who explain that big book learning media can effectively enhance student's interest and learning outcomes by providing visually appealing and enjoyable topics. Big book learning media is promoted to enhance student engagement with learning with attractive colors and larger visuals, and instead of hastily reading from small books, the entire class can see the text and photos well due to the large size of the book.

Student's learning interest and student's conceptual understanding can be influenced by the big book learning media because the big book learning media can display engaging texts and graphics that are used to enhance student engagement during group learning (canuto et al., 2024). According to research, using big book learning media helps increase children's interest in learning because they become more focused and engaged while reading due to the attractive illustrations and large text size. This approach also allows teachers and students to be more actively engaged, making the learning environment more interesting and dynamic. In terms of student comprehension, the big book learning media can also strengthen the context of the story, thereby helping students better understand the content (pathuddin et al., 2025; prawiyogi et al., 2020).

Overall, the use of big book as a learning medium can benefit the student's learning process by increasing their interest and understanding of the topics. Students can more easily understand the topics when they can directly see the visuals accompanying the text in the big book learning media. Active discussions are also encouraged when learning with the big book learning media. Students are given the opportunity to express their thoughts and share how they understand the story or principles being taught, and the teacher is free to ask questions about the

content of the book, thereby enhancing the student's understanding of the topics in class.

CONCLUSION

The conclusion of this research the application of Bigbook educational materials significantly affects the interest and understanding of 11th-grade students at SMAN 1 Ketapang towards acid-base chemistry content. A significance value of 0.000 < 0.05 is obtained from the independent sample t-test hypothesis on the independent variable of students' learning interest, and 0.000 < 0.05 is the result of the independent sample t-test hypothesis on the independent variable of students' conceptual understanding. These hypothesis test results support the idea that the use of Bigbook learning resources enhances students' interest and understanding of acid-base chemistry material in the 11th grade at SMAN 1 Ketapang. The results of this research emphasize the importance of using interactive and enjoyable learning media, such as big books, in the classroom learning process. The use of media that displays large text sizes and attractive illustrations, such as big books, can create a learning atmosphere for students that is imaginative and interactive. Additionally, the attractive visual appearance of the big book media makes the chemistry acid-base material, which is typically full of calculations and complex symbols, very enjoyable for students. Students will tend to be more focused and enthusiastic when provided with a clear and engaging big book media, thereby increasing their interest in learning about acid-base chemistry. The big book learning media also supports the enhancement of student's understanding by presenting information related to acid-base chemistry in an informative and repetitive manner, making it easier for students to grasp the content of acid-base chemistry. Of course, to support the successful implementation of the big book learning media, schools need to provide supporting facilities and infrastructure so that the application of the big book media can be carried out optimally and achieve the learning objectives. The big book media is not just a visual learning medium, but it serves as a bridge for students to develop their knowledge of acid-base chemistry material, thereby enlivening the classroom atmosphere and effectively fostering student's interest in learning and understanding.

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