The Strengthening of Literation and Character Building Through Drawing Stories

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Abstract— **The objectives of this study were: to analyze the character building requirements of elementary schools, to develop teaching materials through illustrated stories, and to design character building models. The focus of this research on the development of teaching materials with research subjects is second grade students in elementary schools in Muhammadiyah Pringsewu Elementary School. This type of research is the Research and Development (Research and Development) of the products produced in the form of picture books to instill the character of responsibility, honesty, religious, polite, confident, disciplined and caring for low grade elementary school students. The process of developing this picture book goes through the six steps of the modified steps of Sugiono and Borg and Gall, namely potential and problems, data collection, product design, service validation, service revision and product testing. This picture book is validated by two validators. The validation results get a very good predicate with an average gain score of 0.55. The results of this study was the form of teaching materials is the thematic illustrated stories. Based on the test of effectiveness, it was stated that, this teaching material had an impact on the ability of students to apply character values and instill a culture of literacy in reading skills.**

Keywords: illustrated stories, literacy, character building

I. PRELIMINARY

Quality education is needed to form an intelligent man and able to compete in the era of globalization. Education is very influential on character formation, development of science, and mental learner. Education is also the capital of the most important that should be passed on to generations in a century millenials, because education is a form of conscious effort made by the family, community, and government through the activities of guidance, instruction, and training, which takes place in school and out of school to prepare students to be able to play its role appropriately in a variety of environmental [1]. Because human beings through education able to develop the potential within themselves, so as to face the changes that occur in life.

The rapid development of science and technology is an absolute challenge faced by the world of education. Indonenesia nation needs to prepare the next generation for each education level to compete in the global competitive landscape in order to make Indonesia berkemajuan, and there needs to be a basic foundation in the form of character education and berliterasi habits. Unfortunately, the implementation of character education and literacy is still a lack of support and attention in the Indonesian education system, but more emphasis on intellectual development alone [2]. As an example of educational evaluation system which only highlights the academic aspects, such as the National Exam. If you understood that, education is not enough to simply make children become cognitively intelligent, but have focused on character values. From the foregoing it appears seen that, education is a complex problem, ranging from primary education, secondary education, until at higher education level. Based on (Article 17 of the National Education Act of 2003 Item 1 and 2), which reads "basic education is an underlying level of secondary education. Shaped elementary education elementary school (SD) and Islamic Elementary School (MI) or other equivalent forms and Junior High School (SMP) and MTs (MTs) or other equivalent form. The law derived from it, the role of basic education is the foundation that should have the power to print a character generation. Basic education is a strategic position in order to instill moral values in order to build the next generation of superior-quality, tough,

Character education is very important to be applied at all levels of education, from primary school to high perpendidikan. In general, implemented character education from an early age, at least a form of prevention against behavior that deviates from ethics, norms and other rules and regulations. Character education is also very important to be applied at the primary school level, especially in class low because the form of efforts to prevent further need to be interpreted broadly, in terms of character education in early childhood are still limited in scope while at the primary school level that scope can still be expanded of course, in accordance with needs [3].

There are several ways that can be used to convey the character education in primary schools, namely one through literature, history, science, and mathematics [4]. Literary works on the learner can be used as a very effective tool for educators and parents in instilling values and character are accepted in society or culture. Especially children's literature in the form of stories (fiction, fairy tales, fables, biographies, and history) displays a model of life to lift the characters as actors that life. The learners can understand and learn about various aspects of life through what is portrayed by the character. At the age of 5 to 8 years old children have a tendency to imitate everything they admire.

In line with the above description that, the curriculum in 2013 has been aggregating them in strengthening character education. In the curriculum in 2013 said that, the development of attitudes become one of the important things to be emphasized because the learners will become the nation's next generation which is expected to have persons of character. The implementation of Curriculum 2013, be embodied in tematik- integrative teaching model. Methematic learning-integrative learning approach of integrate various competences of various subjects into various themes [5].

Curriculum changes, will have an impact on the learning system changes, not least learning system at the primary school level. Government policy in Curriculum changes from 2006 to Curriculum 2013 is not without obstacles, both at the stage of preparation or at the stage of implementation. No exception Pringsewu Muhammadiyah elementary school educators. Based on interviews with educators in the lower classes, they stated that, not yet understood in implementing the new curriculum in the classroom. This is because the time for training and socialization is considered too short. The number of learning resources that will be changed and replaced with new learning resources. In addition, educators as educators are required to address the transition of the curriculum changes to innovate through the development of creativity in learning.

In line with the function of the media, [6] (Function and Role of Learning Media as an Effort to Increase Student Learning Ability). Kwangsan (Journal of Educational Technology p. 5) argues that "the media serve as delivery systems for educational communica- tions." It means that they function as a delivery system for an teacher communication. The alternative learning media can be used as a learning resource by educators native when in fact the direct administration of the learning experience is hard to do. Many experts have examined the role of the media in the learning process. [7] states that, learning media can be used to enhance the learning process of students, which in turn expected to enhance learning outcomes are achieved. This is also corroborated by the opinion of [8] which states that "The purpose of instructional media is to faci- litate Enhance communication and learning".

Thus, it can be concluded that, learning media is a tool that diguna- right as an intermediary in the learning process. Effective learning media is not determined on expensive or cheap as well as the frequency of use of the media, but it depends on the fit between the characteristics of the media with the submitted materials, and in accordance with the stages of child development including the storybook.

Picture books are books that tell stories and both pictorial and text intertwined [9], [10]says illustrative stories and pictures are two different media, but in the story book both together form the blend. Correspondingly, [11] argues picture books are books that display text narrative story verbally and with pictures of illustration.

Based on the above opinion outlines a picture book story written in a style that is equipped with a light image into a single unit. Themes in the picture story too often in respect of private and personal experiences so readers can easily identify

themselves with the feelings and actions himself through disposition of the main characters in it. Based on this, the authors are keen to develop the existing thematic books to further developed through storybook themes are adapted to the basic competencies for learners in elementary school second grade. The main reason the author takes the object of study among students in second grade because based on the interview data directly to educators in elementary school Muhammadiyah obtained the data literacy learners as follows, namely, 65% of learners can read, 25% of students reading while spelling and 10% of students read the whole spell. The study similar to peneliian form of research journal entitled "Development of Media Comic Character Based On Thematic-Integrative Learning Class IV SD" by Hengkang Bara Saputro and Suharto in 2032, with a focus on difficult issues 1st grade learners to read and know the members of the body. There was a difference of researchers with previous studies lies in the complex problems such as the difficulty of educators to transfer material from the books thematic handle educators to learners, in addition to the handbook there can not describe the expected learning in accordance with the demands of the implementation of character education that is expected within the curriculum in 2013 [5].

Based on the presentation, the research is feasible to develop learning media in the form of thematic charged storybook character education.

II. METHOD

This research is a method of research and development, or research and development (R & D). According [12], Research and Development is a research method that is used to produce a specific product and test the effectiveness of the product. [13] said that research and development or Research and Development (R & D) is a process or steps to develop a new product, or enhance existing products, which can be accounted for. The stages of research and development developed by Borg and Gall are: (1) research and information collecting (preliminary studies), (2) planning (planning), (3) develop a preliminary form of the product (expansion draft), (4) preliminary field testing (early field trials / tests are limited), and discharging).

A. Trial Design

The test product development results in the form of a story book learning in this study consists of several stages, namely: (a) validation of the product by media experts, subject matter experts, and educators SD (b) revision I, (c) the limited testing, (d) revision II, (e) field trials, (f) a revision III, (g) akhir.Subjek product testing are learners class II SD Muhammadiyah Pringsewu. Subject limited trial consisted of 10 students. Subject field trial consisted of 32 students who have not been involved in limited testing.

B. Data types

This research data is data validation and material media experts about the feasibility of the products developed in the form of a story book, a data questionnaire responses of students to use books, the data keterlaksanaan learning by

educators and learners. Data collection instruments were divided into two parts. First, the instrument for measuring the validity of the media covering sheet: (1) expert validation sheet material, (2) media expert validation sheet, (3) the assessment sheet for educators. Second, instruments for measuring the effectiveness of media covering sheet (1) questionnaire responses of learners to use a story book, (2) observation of character and (3) learning keterlakasanaan observation educators and learners.

C. Data Analysis Technique

In this study, the data is analyzed to obtain the learning device in the form of a valid and effective media. If these conditions are met, the product of the developed instructional books unfit for use. To determine the quality storybook development results both from the media and the material aspects, as well as to evaluate the response of learners to the story book of original data in the form of a score, converted into qualitative data (data interval) with a scale of four. The reference conversion the score to scale according technical instructions (four Compilation Tools for Assessing Affective in high school) (2010, p. 60) can be seen in Table 1.

TABLE I.   CONVERSION SCORE BECOME ACTUAL VALUE SCALE FOUR

Score range	Value	Category
+ 1.5 SDI ≤ Mi Mi + 3 SDI X≤	A	Very good
Mi + 0 SDI ≤ X <Mi + 1.5 SDI	B	Well
Mi - 1.5 SDI ≤ X <Mi + 0 SDI	C	Pretty good
Mi - 3 SDI ≤ X <Mi - 1.5 SDI	D	Not good

Information:

X = Actual score (scores achieved)

Noodles = 1/2 (score maximum + minimum score)

Sdi = 1/6 (maximum score - minimum score)

Maximum score = number of grains of criteria x maximum score

The minimum score = number of items x score minimum criteria

III. RESULTS AND DISCUSSION

Description Development In the early stages of defining development is carried out which includes: analysis of literature and field. After the stage of defining the finish followed by a stage of development which includes drafting a story book, gather all the materials needed in manufacturing media picture books, the manufacture of the product, conduct a review to get the validation to media experts, subject matter experts, and educators, followed by analysis and revision of products based on comments and suggestions from media experts, materials, and educators at the school. The first revision process after completion, then package the product early books as a medium-integrative thematic learning. Draft products that have been developed and then tested on a limited basis and field trials (in school).

A. Description Test Product

Tests on product validation stage by expert media and materials, teachers and students conducted to obtain data on the validity of the media from the aspect of material and media aspects. Terms of validity of the components is obtained with a minimum average score of good category. If the category has reached well, then the components are declared eligible. The final results of validation and test the feasibility of the average achieved excellent category that storybook developed rated valid and deserves to be tested further. Advice from experts, among others (1) correcting the spelling is in conversation picture books, (2) the selection of colors to be adjusted to the character of students, and (3) are required to fix the position of the image to be more tailored to the message of the media developed , Improvements to the product picture books done in accordance with the advice of experts. Data from product validation by experts, educators and learners summary response results are presented in Table 3 and Table 4, whereas the results of product assessment by educators are presented in Table 2.

TABLE II.   ASSESSMENT OF VALIDITY STORYBOOK BY MUHAMMADIYAH ELEMENTARY SCHOOL EDUCATORS

No.	judging aspects	Score	Comment
1	Cover story books	27.00	Very good
2	Book story	14:00	Very good
3	Anatomy storybook	25.00	Very good

TABLE III.   ASSESSMENT OF VALIDITY STORYBOOK BY EXPERT

NO	Judging aspects	Score	Comment
1	Book Cover story	27.00	Very good
2	Book story	14:00	Very good
3	Anatomy storybook	25.00	Very good

The next stage is a limited trial. Limited test given to 10 learners in class II. Data obtained in the form of the response data of learners to use story books during the learning process. Analyzing the response of learners included in the excellent category. Feedback obtained from the limited testing is the use of language in conversation storybook and revamping some images that are less bright.

TABLE IV.   DATA FROM THE RESPONSE OF LEARNERS TO USE STORY BOOKS CAN BE SEEN IN

No.	aspects response	Learners		
		High	*moderate*	*low*
1	Media	27.5	26.5	27.5
2	Fill material	21.0	20.5	21.5
3	Linguistic	8.0	7.5	8.5
4	Character	8.5	8.0	7

After the revision, in accordance with the advice obtained in the limited testing, the next story books media products tested in field trials. Field trials conducted on the students of Muhammadiyah Elementary School second grade Pringsewu totaling 32 learners.

The field trials conducted to determine the feasibility of books that have previously been tested on a smaller scale.

Moreover, it also aims to determine the effectiveness of the use of a storybook. Data obtained from field tests are the response data of learners, learning keterlaksanaan observation data of students and educators byobserver, The character data of students before and after the learning with books (initial questionnaire-questionnaire end) as well as observation data character learners.

From the results of the response of students scoring average learners about learning by using storybooks in the category very well and the response data from learners to the story book users in the field trials presented in the following table.

TABLE V.   DATA LEARNERS' RESPONSE TO THE USE OF BOOKS IN THE FIELD TRIALS.

No.	Aspects repon	total score	Category
1	Media storybook	27.80	SB
2	Plot	21.75	SB
3	Linguistic	8,07	SB
4	Character	9:03	SB

Field trial aims to determine the effectiveness of the use of certa book. Data effective use of these story books obtained from the observation of the implementation of the education of students and educators by observeras well as the value of a character questionnaire before and after using a picture story book.

In the implementation of learning by educators for use books from the first day until the sixth day shows the percentage of 80%, 85%, 87%, 90%, 95% and 100%. From these data looks bring, educators have been implementing the learning in accordance with the plan set out in the RPP (lesson plans), in addition to the percentages also show that, learning by using picture books have reached the expected target. Observer counting results in this field trials to get the percentage of implementation of learning from the first day until the sixth day of each amounted to 77%, 83%, 85%, 87%, 93% and 100%. These data indicate that learners have implemented learning according to the learning plan is created,

To determine the effectiveness of the use of picture books in the improvement of such a religious character, honesty, discipline, responsibility, courtesy, care and confidence gained from sheets of a questionnaire completed by learners and the data on the observation by the observer. Data from the questionnaire on each character is presented in the following table.

TABLE VI.   DATA QUESTIONNAIRE RELIGIOUS CHARACTER FIELD TRIALS

No.	Score	Early	End
1	Supreme	83	97
2	Lowest	62.7	93.8
3	Average	75.3	93.7

TABLE VII.   DATA QUESTIONNAIRE HONEST CHARACTER FIELD TRIALS

No.	Score	Early	End
1	Supreme	73	89.3
2	Lowest	57.7	87.5
3	Average	63.3	80.7

TABLE VIII.   CHARACTERS QUESTIONNAIRE DATA DISCIPLINE FIELD TRIALS

No.	Score	Early	End
1	Supreme	83.9	98.75
2	Lowest	63.7	97.35
3	Average	73.3	89.75

TABLE IX.   DATA QUESTIONNAIRE RESPONSIBILITIES CHARACTER FIELD TRIALS

No.	Score	Early	End
1	Supreme	85.9	97.73
2	Lowest	73.70	93.75
3	Average	75.30	87.75

TABLE X.   DATA QUESTIONNAIRE COURTESY CHARACTER FIELD TRIALS

No.	Score	Early	End
1	Supreme	83.9	98.75
2	Lowest	63.7	97.35
3	Average	73.3	84.75

TABLE XI.   DATA QUESTIONNAIRE CARING CHARACTER FIELD TRIALS

No.	Score	Early	End
1	Supreme	86.9	100
2	Lowest	73.5	98.55
3	Average	78.5	95.75

TABLE XII.   DATA QUESTIONNAIRE CONFIDENT CHARACTER TRIAL LAPANAGAN

No.	Score	Early	End
1	Supreme	87.83	97.73
2	Lowest	73.75	93.57
3	Average	75.35	85.53

The results of the field observations on a religious character, honesty, discipline, responsibility, manners, caring and confident during the test can be seen in Table 13 below

TABLE XIII.   THE RESULTS OF THE FIELD OBSERVATIONS

No	character	to-meeting					
		I	II	III	IV	V	VI
1	Religious	59.67	65.70	77.80	83.97	90.67	97.00
2	Honest	55.75	60.57	67.89	79.57	80.73	89.3
3	Discipline	55.79	59.60	68.53	80.87	89.75	98.75
4	Responsible	63.75	68.93	76.07	83.75	89.79	97.73
5	Courtesy	58.89	65.7 3	73.86	87.67	91.03	98.75
6	Care	60.43	68.75	75.05	89,90	95.00	100
7	Confidence	57.79	67.83	73.73	83.79	89.97	97.78

The table above is a character assessment ketercapaian measured each day are assessed based on a questionnaire given to the students before testing the use of books at the beginning and end after the trial. Descriptive increase of 32 learners was also described in the following diagram of the trunk. Example
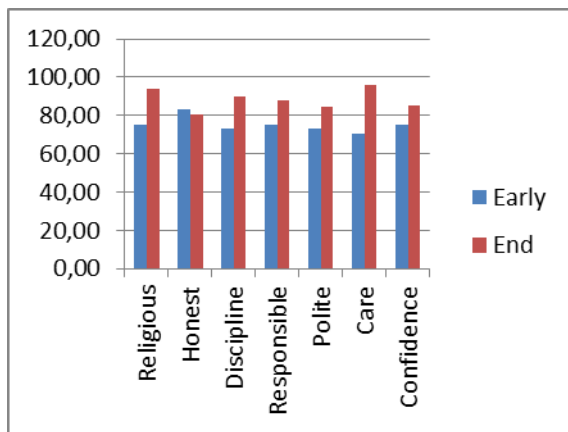

Fig. 1. diagram of the trunk

The Increased each character in the table above and then analyzed by using the gain. This analysis aims to determine the elevation of character of students before and after when the learning process using character-based story books as the educator teaching materials.

Based on the analysis that an increase in the overall effective character on learners through the learning using storybooks. Figures contained in books, as well as the different characters in the book is very positive impact on the reader. Improved character can not be separated from the power storyline accompanied by interesting pictures. This is consistent with the statement Piage [14] that learners aged 2-7 years Siwa is still in the pre-operational stage concrete that learners learn to use symbols and imagery of inner and still not systematic and logical thinking. Therefore, the use of this story is very relevant huku used as a medium elevation of character learner Elementary School second grade.

IV. DISCUSSION

The use of picture books in thematic learning character-based, highly effective in increasing religious character, honesty, discipline, responsibility, courtesy, care and confidence. The function of picture books as a medium that can be used educators in teaching and learning activities managed to make learning more fun so as to create a classroom atmosphere that is more effective and conducive impact on the activity of highly active educator in the classroom to improve the quality of learning.

The ability of educators to use traditional picture books with development leads to successful learning. It is based on the results of the validation of subject matter experts and educators elementary school, based on validation results. There was also the result of the validation of the expert lecturer giving a score of 27.00 on the cover of the book with an excellent predicate, the contents of the book 14.00, and the

anatomy of the book 25.00. Both of them get a very good predicate. While the validation of the grade II teacher covers the book with a score of 27.00, the contents of the book is 14.00 and the anatomy is 25.00. I get a very good predicate. So, it can be concluded that, character-based picture story books for thematic learning are feasible and ready for further testing.

The development of picture books intended to attract the students towards learning and improve the character in accordance with the demands of KI 1, KI 2 and KI 3 in the 2013 curricullum at the level of class II SD Muhammadiyah Pringsewu. There was also the result of field trials that, using picture books in the learning process affect the increase in religious character, honesty, discipline, responsibility, courtesy, care and confidence. The percentage between characters questionnaire score before and after the questionnaire obtained by the religious character of students increased by 14% with the initial data 75.3% to 93.7% while the use of analytical gain score obtained $<g> = 0.66$. According [15] a religious character are included in the category of "medium", which means there has been increasing learners' religious character class II SD Muhammadiyah Pringsewu. Thus the use of picture books developed to help improve the religious character of learners. Similarly, in an honest character, discipline, responsibility, caring, polite and confident with each of the statistical data in the form of honest character has increased 17% from the initial value of 63.3% to 80.7% with a value of gain score of 0.66 Uncategorized "moderate". Furthermore, the character of discipline increased 17% from the initial value of 73.3% to 89.79% by value gain score of 0.66 categorized as "moderate". While the character of responsibility also increased 13% from the initial data 75, 30% to 87.75% by value gain score of 0.55 categorized as "medium", for the character mannered increased 12% from 73.3% to 84.75 0.54% with a gain score category "medium" then the character cares anyway menglami increase of 18% from 78.5% to 95.75% by value gain score of 0.66 categorized as "moderate". And on the last character that confidence has increased significantly by 11% from 75.35% to 85.53% by value gain score of 0.53 categorized as "moderate". So we can conclude that there was an increase on every character in the learning process using picture books.

Furthermore, the use of questionnaires are not only used to measure the effectiveness of picture books to the increase of 7 of these characters. There are also the results of the final value on each character as follows. Religious character has increased with an initial value of 65 and a final value of 90, in an honest character an initial value of 80 to 85, a disciplinary character of an initial value of 65 a final value of 85, a character of responsibility of an initial value of 65 to 83, a polite character of an initial value of 68 and a final value of 83, characters care about initial value 63 and final value 86, and confident character initial value 68 with final value 83 but also use observation techniques are presented in Table 13, while serving in the form of visualization in the form of a bar chart. The percentage of all the characters was increased from the initial observation until the sixth meeting. These results are consistent with the data obtained from the improvement of the results of the questionnaire, so that it can be concluded that the

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picture book "effective" is used as one way to improve the character and culture of literacy learners Muhammadiyah Elementary School second grade.

V. CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the results of the study it can be concluded that the development of pictorial story media media is very helpful for educators in Muhammadiyah Pringsewu of Elementary school in transferring character values in accordance with the demands of the 2013 curriculum. This research is very important because the complexity of the 2013 curriculum content and the monotonous and minimal learning resources and the limitations of educators' human resources that make students less enthusiastic which has an impact on the difficulty of teachers in instilling character values in students themselves. With this illustrated story book, it is hoped that it will be easier for educators to teach character values, especially in the theme I Living in Peace.

B. Suggestions

For other researchers are advised to examine the themes of the next in order to utilize widely, product development in the form of a picture story book character-based, and can be disseminated to educators and some other schools.

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