



Picture Storybook: Character Analysis of Responsibilities for Grade IV Elementary School Students

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Abstract. The purpose of this study was to determine the need for appropriate media in improving the character of the responsibility of students. This research is done using descriptive qualitative methods with teachers and students in fourth grade, which was carried out at SDIT PELITAKU, SDIT Muhammadiyah Gunung Terang and SDN 1 Langkapura, Bandar Lampung. The study used observation, interviews, and questionnaires to collect data. The data was then analyzed using the Miles and Huberman model, which involved data reduction, data presentation, and conclusion drawing/verification. The study found that there are still many students who have low responsibility characters. Picture story books can help improve the character of responsibility of students in the teaching and learning process.

1 Introduction

In an all-digital era, it seems that the world has no boundaries, making access to all fields very easy. The development of increasingly advanced technology also brings positive and negative impacts for its users, it will have a positive impact if technology is used wisely, but on the contrary if technology is misused it can also have a negative impact. Such as the emergence of social media phenomena is one proof of the influence of technology that shifts the nation's moral character. More than that, even nowadays various forms of social phenomena have emerged, including, acts of violence, sexual harassment, and so on. Unfortunately, this action is also mostly carried out by elementary school-aged children. This is certainly very concerning and illustrates the moral values of today's children which have begun to erode with the times.

Elementary school is a continuous learning process from playgroups, PAUD, and kindergartens. In the school environment, learning processes are introduced that are not only about real life but also theories and the process of being educated for the better for changes in ideas and behavior [1]. The school is trying to teach kids with good character who have eighteen values. These values are religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the homeland, respect for achievement, friendly/communicative, love peace, love to read, care for the environment, social care, and responsibility [2].

According to the government's Competency Standards for Elementary and Secondary Education Graduates, students must have abilities that include attitudes, knowledge, and skills. With these regulations, it is hoped that teachers will not only develop aspects of their knowledge, but also in terms of attitudes and skills. Ideally, these three areas should be implemented in a balanced way. Currently these three domains have been developed through the 2013 Curriculum which has been going on for the last few years. This is so that moral education or character education can be realized as early as possible. Character education teaches children about good character traits and how to live by them. It includes learning about important things like facts, ideas, and principles, as well as teaching children how to act on what they've learned. Moral education refers to teaching people about right and wrong behavior. Character education helps students develop good habits and attitudes, so they can act responsibly and ethically in their everyday lives. It also helps children balance their thinking skills and be aware of their surroundings, so they can make good decisions. If character education is successful, it can control student behavior and help students learn the facts and develop positive habits [3].

Character education should be applied from childhood, because this age determines the ability of children to develop their potential [4]. [Ministry of National Education, 2010: 10]. Indicators of students having a responsible attitude are students are willing to help friends in need, behave/speak politely, pay attention when other people talk, reprimand well if there is a commotion. Character education helps to develop good character traits in students, which makes them smarter and more confident than students who don't receive this education [5]; It is hoped that students who have a responsible character will be able to become the next generation of the nation who is able to carry out their obligations by fostering a harmonious relationship between humans and nature. This is in accordance with what was expressed by Worzbyt, O'Rourke, & Dandeneau [6] that responsibility must be developed because it can help channel knowledge according to goals. By doing so, students can cultivate themselves in a dignified life. Teachers should work to develop responsible character traits in students from a young age so they can learn effectively. This can be done through habituation [a process where students get used to doing something] at school and at home.

The 2013 Curriculum is thematic in nature that combines certain learning content such as PPKn, Indonesian Language, Mathematics, SBdP, and PJOK. Through thematic learning by linking several subjects can provide meaningful learning for students. This will help teachers and students to achieve the expected learning goals [7]. There are four factors in determining learning objectives including audience, behavior, condition, and degree [8]. Facts in the field, there are still many problems related to the achievement of the intended learning objectives. Some teachers believe that the most important thing they can do during a student's education is focus on their cognitive abilities only. This leaves out the importance of developing a strong emotional orientation and character traits [9]. The role of parents is also important in realizing character education [10]. Character education is a way to teach kids about good manners and morals. It includes learning about important things like knowledge, awareness, and willingness, and then teaching kids how to put these things into action. Education needs to internalize the values that are upheld in society during the learning process by seeking an attractive

physical and social environment so that students are not uprooted from their cultural roots [11]. Therefore, character education can be realized through the values contained in local wisdom that are adapted to the student's residence.

Character education centers around helping children learn to be responsible. The character education in question must be adapted to the environment where students live and the value of local wisdom of the local community. To support the success of the media, Theme 8 My Living Area was chosen which broadly explores the area where students live. Based on what we've learned, we think a storybook based on local wisdom would be the best choice for the media. Turan and Ulutas [2016] define that picture story books can support character education based on children's literature. Local culture is a collection of traditions, norms, values, languages, beliefs, and mindsets that have been passed down from one generation to the next in a particular area [12].

The picture story book based on local wisdom was chosen because it has a feature in the form of pictures or illustrations equipped with stories that contain character education according to local wisdom. This is in accordance with the opinion of Bohlin [2005, p. 26] One way to teach character education is by reading literature with your students. This can help to awaken their moral imaginations in the classroom, and make it a habit. The same thing was expressed by Gilbert [2015] that literature indirectly improves social care, compassion and solidarity through the narrative that is conveyed. The hope is that by studying picture story books based on local wisdom, students will be inspired by the content of the story and act responsibly in imitation of the characters. Habituation of behavior through picture story books based on local wisdom is an important input which will then be realized in everyday life. Therefore, the illustrations are taken based on the environment where the students live, because it will be easier to form new knowledge based on their past experiences.

Local wisdom picture books should be able to help children learn and develop character in their local schools. Local stories can be used to teach kids about different topics, like history or nature. These stories can also be used as intermediaries to teach other lessons, like learning about math or science [Massey, 2015]. Based on the explanation above, it can be understood that the need for picture story books based on local wisdom can directly improve the character of caring for responsibility in elementary schools. This research is focused on developing a picture story book based on local wisdom to help improve the responsible character of fourth grade elementary school students in Langkapura District, Bandar Lampung City.

2 Methods

This study uses qualitative methods to collect data. Interviews are used as the primary source of information, and observations are used to help support the information obtained from the interviews. Observation activities were used to see how the students were learning in the classroom. One of the reasons for doing this was to help strengthen the analysis that will be done later. After collecting data through interviews and observations, the data was analyzed using a model to help understand it [13]. Data reduction is the process of sorting through information that is considered important. Researchers then present this data in a way that makes it easier to understand. This is done by compiling it into paragraphs. Finally, the conclusions drawn from this information are verified [13].

3 Discussion

Researchers looked at how students are doing in school, by observing them and talking to teachers and students. They found that some students don't take their schoolwork seriously, even if they are given homework. Based on the results of data collection through observations of 165 fourth grade students, the following information was obtained (Fig. 1).

From the data above, it can be seen that 48% of students have bad character of responsibility. For this reason, it is necessary to have interesting and interactive learning media to increase the character of the responsibility of students. Score analysis can be done by dividing the score obtained by the ideal score then multiplied by 100%. So it can be expressed in a formula (Table 1).

Many fourth grade elementary school teachers say that many students still don't have a sense of caring for teachers and friends. For example, when I explain the material in front of the class there are some students who actually play or chat with friends beside them, then it often happens that if a student makes a mistake in class, the other student makes fun of him and ends up crying. Even though I as a teacher have also reminded many times to be kind with teachers and friends. Until sometimes it makes me angry” [Source: EN as Class IV Teacher at SDIT PELITA].

Some examples of problems that have been presented by the fourth grade teacher of SDIT PELITAKU show that the character of the responsibility of students is still lacking and needs to be improved. In addition, “I think the content of the material in

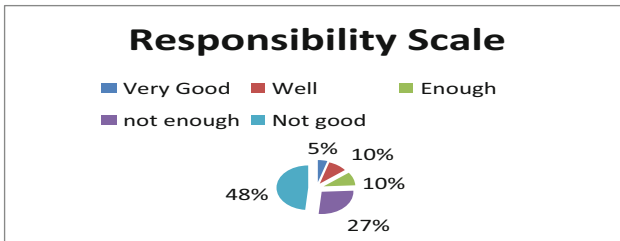


Fig. 1. Student Responsibility Scale

Table 1. Category Assessment Instruments Responsible Attitude Assessment

No	Score	frequency	Category	Percentage
1	$X > 71$	5	Very good	5%
2	$65 < X \leq 71$	5	well	10%
3	$59 < X \leq 65$	3	Enough	10%
4	$53 < X \leq 59$	7	Not enough	27%
5	$X < 53$	30	not good	48%
Total		50		100%

the 2013 curriculum has not been able to accommodate the improvement of children's character. The material in the student books is still national in nature and no one has really explored the character of students. Especially now that there is a lot of content that has a bad influence, both from television and from cellphones that can damage the nation's character. His name is elementary school students, especially those in fourth grade, who still often imitate the behavior he has seen" [Source: EN as Class IV teacher at SDIT PELITAKU] In the explanation given by the teacher, information is obtained that the obstacle that makes the character of student responsibility is still lacking is the content of the material on the subject. 2013 curriculum books which are still national in nature and have not explored the character of students as well as the current of globalization which makes students get bad influences from social media such as television and cellphones. In addition, information was also obtained about the thematic learning process using the 2013 curriculum which includes activities and media used in class.

"The learning process in class usually begins with praying first then absent and continued with literacy activities. Every morning students do have literacy activities to read books for 10 min. Some read story books, Bobo magazines, and textbooks. Students are very enthusiastic during this activity, sometimes even asking for additional time because the story is not finished. Then proceed with the delivery of material. Currently, the learning media that I often use is only the K13 book, Ms. Other media are used depending on the material presented, for example maps, pictures and so on. Actually I need a supporting book that is able to cover material and character values that are packaged as attractively as possible for fourth grade students." [Source: EN as Class IV Teacher at SDIT PELITAKU].

The teacher was interested in the stories that were made into picture story books based on traditional wisdom. Local wisdom is expected to make students more enthusiastic about learning. Moreover, illustrated stories based on local wisdom contain pictures and stories according to the environment where students live, which are true without being made up, making it easier for students to accept. Can be an alternative solution, Ms. as long as the media for picture story books based on local wisdom is packaged as attractively as possible by taking the setting of their residence so that it is easily digested by students. Besides that, if the story can contain material and contain the values of the character of responsibility. I am sure students will be interested because there are pictures too." [Source: EN as Class IV Teacher at SDIT PELITAKU].

Based on the excerpt from the interview, the class IV teacher at SDIT PELITAKU agreed and was ready to use picture story books based on local wisdom as a support for 2013 curriculum learning. The media can be a way to help you learn to deal with your problems and stay on track with your responsibilities in school.

4 Conclusion

Based on the results of this study, it shows that students at SDIT PELITAKU have low responsibilities. The content of the material in the 2013 curriculum books used is still national in nature and has not been able to accommodate increasing the responsibility character of students, interactive learning media in the form of picture story books based on local wisdom can improve the character of students' responsibility. Learning media

has a big impact on our ability to learn. Picture books are one of the most effective ways to help our children develop good character traits. Researchers hope that teachers will be more creative when using media to help students learn. By using the right media, we can help our students develop important skills.

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