

The Effectiveness of Using Picture Book Teaching Materials in Thematic Learning in Elementary Schools

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Abstract

One of the supporting the achievement of the learning process is the use of appropriate learning media. Learning media is often used by educators to become intermediaries for students in conveying learning material, one of which is teaching materials. The use of teaching materials in the learning process aims to create a conducive classroom environment for both students and educators. The teaching material that is widely used is picture books. Currently, many children have high visual interest, especially when they see images that spur them to think. The purpose of this study was to see the effectiveness of using picture book teaching materials in elementary schools from the educator's perspective. The research methodology is descriptive quantitative with an instrument in the form of a questionnaire which was then distributed to elementary school educators in Banjar, South Kalimantan in August 2022. The results showed that the use of picture book teaching materials in elementary schools in Banjar was running well or effectively. Effective picture book teaching materials are given to students in elementary schools, because of the ease in reading information and the interest of students makes it easier for teachers to convey learning.

Keywords: Teaching materials, Picture Books, Thematic learning, Elementary School

Introduction

The pace of development of science and technology in the dynamics of today's life has had a significant impact on changes in life in all fields, thus education is required to be able to anticipate the needs of scientific, technological, social, economic, political and state developments. In anticipating this development, education acts as an agent of change, namely protecting the generation since childhood from various tools to fortify themselves and maintain positive values in the form of strong character. Character education is expected to be able to overcome educational problems related to declining national morals with technological advances and the presence of smartphones is considered to contribute to lowering the level of empathy because it can affect the development of social behavior with the family environment,

School as a formal educational institution is the second environment for children after the family environment, schools play an important role in instilling character values, especially early childhood. The results of research conducted by Boston University (in Damiarti, Damayanti, & Nugraha, 2019) show that the ability to have empathy in children has decreased by 40% over the last 10 years, along with developments in technology and the internet. It is undeniable that technological advances play a role in reducing empathy in the younger generation, because the higher the empathy, the lower the action towards smartphones and vice versa (Pinasti & Kustanti, 2017)

To minimize this condition, the government has issued a policy through a character education program, but this program has not been implemented optimally, so it requires further analysis to look for factors driving the improvement of socially caring character behavior. In the realm of education, efforts to increase the behavior of socially caring characters can be achieved by integrating character education into subjects, required thematic companion textbooks based on cultural lessons, because based on Vygotsky's theory in Santrock (2011: 274) says that cultural contributions in social and historical interactions mental knowledge/child behavior is very influential because cultural learning refers to aspects of sociocultural development which will have an impact on the perception of memory and the way of thinking of children. On the basis of the above,

As Maftuh (2010) wrote in his Speech to Inaugurate Professorship, in cases like this it is important for students to be taught various social skills in the 21st century, and several things that students need to have at this time, for several reasons. First, because there is a negative tendency in today's social relations, where our children and young people tend towards individualistic behavior. They are more preoccupied with themselves and reduce social relationships with their friends. This also seems to be influenced by developments in entertainment technology that encourage their isolation, such as the use of walkmans, i-pods, cellphones with headsets, play stations, and games on computers that encourage this individualistic behavior. Tendencies like this can encourage indifference to other people around them or indifference to interact socially with other people, which in Goleman's terms (2006) is called social isolation or social autism. Second, in some of our children and adolescents there is a tendency to weaken social feelings and a sense of empathy for other parties. Third, in recent years we have often witnessed conflicts or social conflicts in society. Fourth, there is a tendency for interdependence in social life in line with globalization. The causes of the fading of this behavior are very diverse, including social inequality or social status due to the selfish attitude of each individual, lack of understanding or cultivation of socially caring behavior. The form of indifference to fellow human beings can be seen from the individualistic attitude that often arises when faced with conditions for interaction, often found at a family gathering event, each individual looks more preoccupied with the gadget they have. They are more interested in various information or news displayed on gadgets than having to interact with their surroundings.

Banjar culture-based picture book material pays attention to the needs of children aged between 6-7 years to 11-12 years, at that age children are in cognitive development at the concrete operational level (Piaget in Slavin, 2005:51). Piaget divides these stages of cognitive development into four stages (Rahyubi, 2012) as follows: sensorimotor stage; which ranges from 0-2 years of age, the main characteristics of its development are that children experience their world through motion and their senses and learn object permanence; 2) pre-operational stage; ranges from 2-7 years, the main characteristic of development is the use of language/sign symbols and intuitive concepts; 3) concrete operational stage; ranging from 7-11 years, the main characteristics of child development are starting to think logically about concrete events, and 4) the formal operational stage; that is, from 11 years onwards, the characteristics of the development of children begin to think hypothetically, abstractly, and logically. Children see the world as a whole and begin to develop logical ways of thinking about concrete objects. However, previously available textbooks have not utilized the environment around students as a source of learning in the learning process, from these problems a learning innovation is needed that can relate material to real problems that aim to develop students' reasoning abilities well Yuberti (2014). Banjar local culture-based picture textbooks have cultural characteristics of the local community which are cultural values of the community or region that are formed naturally and are obtained through a learning process from time to time. There are various

forms of local culture such as traditional arts, mindsets, livelihoods, customary laws, the physical environment which are local uniqueness. As revealed by Koentjaraningrat (1992) that culture is the elements consisting of religious systems and religious ceremonies, community systems and organizations, knowledge systems, languages, arts, livelihood systems and technology and equipment systems.

Objectives of the Study

However, currently there are still very few picture book teaching materials that use the native language of Banjar, South Kalimantan. This study attempts to fill this deficiency. In particular, this research investigates the use of picture book teaching materials, besides that it also seeks to revive and preserve the Banjar language itself through teaching materials made by the researchers themselves and see the effectiveness of these picture book teaching materials in achieving national education goals.

Theoretical Framework

Teaching materials are one of the learning tools, according to (Nasrul 2018). Teaching materials are materials or learning materials that are arranged systematically that are used by teachers and students in the learning process at school. According to Marta & Harijal (2018) Teaching materials are anything or power that can be utilized by teachers, either separately or in combined form, for the benefit of teaching and learning with the aim of increasing the effectiveness and efficiency of learning objectives. The preparation of teaching materials greatly determines the achievement of learning objectives. According to (Purnomo & Wulandari 2019) Teaching materials are an integral part of the various components in the preparation of learning materials so that an arrangement of teaching materials is needed that is in accordance with clear standards.

Picture books, which are children's reading books, have pictures in them. Each book has attractive illustrations, full of colors. Pictures can be seen on the front cover, and this is deliberately used as a way to attract children's attention in reading in general. On the page has a very interesting image that is in between the text, below or on the side of the page. This will add to the beauty and also further strengthen the content (Burhan Nurgianto) According to Stewing, a picture book is a book that juxtaposes stories with pictures. According to Rothlein, picture books have characteristics in choosing picture books, namely: (1) Do the pictures support the text, (2) Are the pictures clear and easy to distinguish, (3) Does the illustration clarify the setting, storyline, inspiration and characters, (4) Are children able to identify characters and actions, (5) Is the style and concept appropriate for children, (6) Does the illustration avoid cliches, (7) Is the theme useful, (8) Is there conceptual accuracy for children? children, (9) Does the variety of books chosen reflect cultural diversity, (10) Does the book reflect various styles (Rothein, L & Mainbach 2012). According to Rohani, when learning with pictures, children will be able to pay attention to objects that they have not seen related to learning. Research by Abrori concludes that images will have a good effect on improving learning. Some of the lessons that exist, pictures are common because they are easy to understand (Marcelina puspita 2012) (7) Does the theme have use, (8) Is there conceptual accuracy for children, (9) Does the variety of books chosen reflect cultural diversity, (10) Does the book reflect various styles (Rothein, L & Mainbach 2012). According to Rohani, when learning with pictures, children will be able to pay attention to objects that they have not seen related to learning. Research by Abrori concludes that images will have a good effect on improving learning. Some of the lessons that exist, pictures are common because they are easy to understand (Marcelina puspita 2012) (7) Does the theme have use, (8) Is there conceptual accuracy for children, (9) Does the variety of books chosen reflect cultural diversity, (10) Does the book reflect various styles (Rothein,

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Methodology

Research Design

The research method used in this study is research and development (R & D) method. The design model used is the research and development model in the world of education, namely Design and Development. According to Richey and Klein (in Sutisna, et al., 2019) the Design Development research method is a systematic study and designing, developing and evaluating with the aim of providing an empirical basis in producing learning products and tools. The purpose of the design and development method is emphasized by Nugraha (2016, p. 35) to create or develop a product or tool that is both instructional and non-instructional in which the result can be a new product or an improvement on an existing one.

Research Site and Subjects

The population included were elementary school educators in South Kalimantan. The sample was randomly selected and 10 educators were selected who had used picture book teaching materials as learning media. The instrument designed is in the form of a questionnaire which contains questions regarding the various opinions of educators on the implementation of learning using the media of pictorial book teaching materials. Instruments are out on social media in August 2022 and can be filled out by educators on Google forms.

Research Procedures

The ADDIE model was developed by Dick and Carry in 1996 to design learning systems (Multianitingsih, 2016). The researcher compiled operational research steps for teaching materials which were developed systematically as follows.

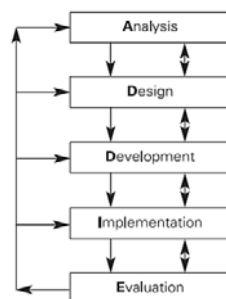


Chart 1. Research Procedures on the Effectiveness of Using Picture Book teaching Material in Thematic Learning in Elementary School

Research Instruments

To collect the data, the researchers construct guidelines for the effectiveness of using teaching materials. There are several statements made to meet each construct. The detailed description can be seen in the table 1.

Table 1. Instruments for Educator Responses Regarding the Use of Picture Book Teaching Materials

No	Statement	Strongly agree	Agree	Disagree	Don't agree
1	Media Picture book teaching materials help educators in the implementation of learning				
2	Media Picture book teaching materials make it easier for educators to explain difficult material.				
3	Media Picture book teaching materials make it easier for educators to explain materials that require practicum.				
4	Picture book teaching material media is liked by students				
5	Media Picture book teaching materials can motivate students to study at home				
6	Media Picture book teaching materials make it easier for students to understand learning material.				
7	Media Picture book teaching materials make students more independent in studying at home				
8	Media Picture book teaching materials make it easier for educators to instill good character in students				
9	Media Picture book teaching materials help parents guide their children at home.				
10	Media Picture book teaching materials help educators in the implementation of learning				

Table 2. Instrument for Educator's Response regarding the effectiveness of the use of Teaching Materials

No	Statement	Strongly agree	Agree	Disagree	Don't agree
1	Video learning media was effectively used during the Covid-19 pandemic				

No	Statement	Strongly agree	Agree	Disagree	Don't agree
2	Learning video media has a positive impact on student learning outcomes during the Covid-19 pandemic.				

Results

Based on the results of the questionnaire distribution conducted to educators, it was shown that the use of picture book teaching materials for students in elementary schools according to educators was effectively carried out. Then, the response from the majority of educators showed a positive response related to the use of picture book teaching materials. However, there are several obstacles in the implementation of learning related to picture book teaching materials. More detailed data can be seen in table 3 below.

Table 3. Educators' Responses to the Use of Picture Book Teaching Materials

No	Statement	Strongly agree	Agree	Disagree	Don't agree
1	Media Picture book teaching materials help educators in the implementation of learning	48,7	40,3	8,3	-
2	Media Picture book teaching materials make it easier for educators to explain difficult material.	38,3	45,9	15,8	-
3	Media Picture book teaching materials make it easier for educators to explain materials that require practicum.	41,2	55,8	3	-
4	Picture book teaching material media is liked by students	34,3	62,1	3,6	-
5	Media Picture book teaching materials can motivate students to study at home	30	68,2	1,8	-
6	Media Picture book teaching materials make it easier for students to understand learning material.	33,7	50,9	15,4	-
7	Media Picture book teaching materials make students more independent in studying at home	18,2	71,8	10	-
8	Media Picture book teaching materials make it easier for educators to instill good character in students	15,7	65,8	18,5	-
9	Media Picture book teaching materials help parents guide their children at home.	23,8	52,7	23,5	-
10	Media Picture book teaching materials help educators in the implementation of learning	25,4	61,1	13,5	-

The results of the instruments in the table above are educator responses related to the use of learning media in the form of picture book teaching materials, there are ten questions given. Educators can choose one of the four answer choices given. The first statement regarding learning video media helps educators in implementing learning, as many as 48.7% of educators strongly agree, 40.3% of educators agree, and 8.3% of educators disagree. In the second statement regarding video media making it easier for educators to explain difficult material, as many as 38.3% of educators strongly agreed, 45.9% agreed, and 15.8% disagreed. In the third statement regarding video media that makes it easier for educators to explain materials that require practicum, 41.2% of educators strongly agree, 55.8% agree, and 3% disagree. The fourth statement regarding learning video media is liked by students, as many as 34.3% educators strongly agree, 62.1% agree and 3.6% disagree. Learning video media statements can motivate students to study at home, as many as 30% of educators strongly agree, 68.2% agree and 1.8% disagree. Statements regarding learning video media make it easier for students to understand learning material, as much as 33.7% strongly agree, 50.9% agree and 15.4% disagree. The statement that learning video media made participants more independent in studying at home, as many as 18.2% strongly agreed, 71.8% agreed and 10% disagreed. Statements of learning video media make it easier for educators to instill good character in students, as much as 15.7% strongly agree, 65.8% agree, 18.5% disagree. Statements that learning video media help parents to guide their children at home, as much as 23.8% strongly agree, 52.7% agree and 23.5% disagree. Statements of instructional video media help educators in implementing learning 25.4% of educators strongly agree, 61.1% agree and 13.5% disagree.

Table 4. Educators' responses regarding the effectiveness of using picture book teaching materials

No	Statement	Strongly agree	Agree	Disagree	Don't agree
1	Learning video media is effectively used by students in elementary schools	28,9	52,5	18,6	-
2	Learning video media has a positive impact on student learning outcomes	22,6	55,9	21,5	-

The results of the second part of the instrument regarding educator responses regarding the effectiveness of using learning video media, there are two statements given. Educators can choose one of the four answer choices. The first statement regarding effective instructional video media is used by students in elementary schools, so as many as 28.9% of educators strongly agree, 51.7% agree and 18.6% disagree. The second statement regarding learning video media has a positive impact on student learning outcomes, so as many as 22.6% of educators strongly agree, 55.9% agree and 21.5% disagree.

Discussion

Teaching materials have benefits including: 1) Guidelines for educators who will direct all learning process activities, as well as conveying the substance being taught to students; 2) Student handles that direct all activities in the learning process, as well as substance competencies that should be learned or mastered; 3) Measuring learning achievement. So, the benefits of this teaching material are very useful for both students and educators because teaching materials can make it easi-

er for educators to transfer their knowledge so that students are able to understand the material being taught easily (Pratiwi et al., 2020). Picture story is an art that is arranged in such a way that forms a fabric of the story by using motionless pictures.

Images contained in the text are equally important in storybooks because images serve as communication intermediaries and convey the message of the story to children. With the collaboration between writing and colorful pictures, it will foster children's interest in reading and curiosity about the stories from the book. With a story book accompanied by colorful pictures, children will be excited to read it. Picture story books are books that combine interesting pictures with a combination of writings whose contents, both pictures and writing, have the same function, namely to convey information. In carrying out learning activities, educators should not only use basic books in conveying learning material but, Educators can also use companion books to support the main books so that understanding related to the material can help and strengthen students' knowledge. One of the companion books that educators can use is a picture textbook. This is in accordance with the statement that "students in elementary schools tend to prefer, prefer to read if the contents of the book have rising pictures, and prefer to read picture story books" (Suryaningsih & Fatmawati, 2017).

Conclusion

From the results of the research and discussion that have been presented, it can be concluded that effectiveness is obtained from the results of using picture story teaching materials in an effort to improve student learning achievement based on the teacher's perspective. The results of the questionnaire regarding the use of picture book teaching materials and the questionnaire on the effectiveness of picture book teaching materials showed positive results. So it can be concluded that the use of effective picture book teaching materials is given to students in elementary schools.

Recommendations

Based on the trial results and the results of the questionnaire that had been distributed to educators in elementary schools, in order to optimize the use of picture story-based textbooks, for further development it was suggested that thematic textbooks with pictures had been tested through several stages and based on the results of the research it had been proven effective learning activities so that their utilization needs to be supported by adequate facilities.

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