



THE EFFECTIVENESS OF PICTURE STORY BOOK APPLICATION TO WARDS UNDERSTANDING CULTURAL DIVERSITY IN ELEMENTARY SCHOOL LEVEL

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Abstract

This study is aimed designed to test effectiveness of picture story book towards understanding Cultural diversity. The Research is proceeded as Experimented Research System with pre-test post-test control group design. The Subjects of this research are students grade IV Elementary School. The Data Collection of the research is used with tests. The Research Instrument is questionnaire with test questions about Cultural diversity. Hypothetical measurement is applied in Wilcoxon. The result of this research states that the application of picture story book towards understanding cultural diversity is reached effective. The result is shown by differentiations grades by the class used picture books and not. The distinctions received from significance test with 0,031 determined lower than 0,05 can be concluded that there are differences in the results of the pre-test and post-test in this experimental class group. Based on the results of the study in the control class, it was obtained that the significance value of 0.055 was greater than 0.05, so it any difference between the pre and post test results. It can be concluded that the use of picture story books is effective in understanding the cultural diversity of fourth grade elementary school students.

Keywords: picture story book, cultural diversity, elementary school level.

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INTRODUCTION

Character education is one of many aspects necessarily concerned in education measure at school as elementary school included. The application about character value is necessarily determined to share well future character examples for students. With well-educated character value it is hoped that the term could reduce improper attitudes occurred at school, in family or society. Educational character in Indonesia is a designed program created by government as one of this proceeding purposed for school. By educational procedures, students are prepared with good moral values (Kamaruddin, 2012).

Education is an effort created by government, society, family and Educational Officials determined to create well value concerned to moral attitudes in society as fundament to commit any behaviours (Suyitno, et., 2019). By application of good character values to create students with well-behaved persons with high value of attitude as basic for them to commit anything. Character values with good development is hopefully learnt in their spirit to do daily activity as fundament.

An understanding of regional cultural diversity needs to be owned by students from an early age. This is important because Indonesia is a heterogeneous and plural country, has many differences and cultural diversity in it. By understanding cultural diversity, it is hoped that students will have a love for their regional culture. A sense of love for regional culture will become the embryo for the emergence of feelings of love for the homeland nationally, because regional culture is the forerunner to the development of national culture.

The process of understanding is the process of constructing the meaning of learning messages, whether oral, written or graphic delivered through teaching, books, and other learning resources (Widoyoko, 2014:39). From a cognitive point of view, the category of understanding includes interpreting, exemplifying, classifying, summarizing, concluding, comparing, and explaining. Through illustrated story books, it is hoped that students will be able to understand the diversity of regional cultures as a basis for cultivating the character of loving the motherland.

Culture comes from the Sanskrit 'buddhayah' which is the plural form of buddhi which means reason (Nuraeni, H.G. dan Alfian, 2012:15). Explain that culture is a way of life that develops and is shared by a group of people and is passed down from generation to generation (Sulasman and Gumilar, 2013:20). Culture is made up of many complex elements. Some of the things that enter into cultural elements are religious and political systems, customs, language, tools, clothing, buildings, and art. This culture is passed down from generation to generation.

Culture or culture is the fruit of human civilization (Dewantara, 1994:23). The forms of culture are very diverse, including music, dance, drama, carvings, pictures, statues, wedding methods, traditional clothing, customs, government, and so on. When talking about the regional

cultural context, the various forms of culture are adapted to each region. In this study, the regional culture in question is within the scope of the Special Region of Yogyakarta.

Regional culture is a nation's wealth that needs to be considered and handled seriously, especially in entering regional autonomy and the era of globalization. Believe it or not, the existence of regional culture is important, because in reality this culture contributes greatly to the formation of national identity, and also to the process of regeneration of our nation (Manuaba, 1999). Thus, in order to have love for the motherland, it is necessary to develop an understanding of regional culture first.

There is a lot of cultural diversity in Indonesia as a multicultural country. Indonesia is a very wide country stretching from Aceh to Papua. Its natural wealth, both biological and vegetable, causes Indonesia to be known as a country with diverse cultures. The cultural diversity that is owned includes religion, language, traditional clothing, dance, art, traditional food, and social life.

Elementary school is the longest school level to be taken so that it becomes the longest place for students to study. The long duration of studying at this elementary school is an opportunity to internalize good character values in students. Internalization of character values to students can be done through various learning media used. Information received by students through learning media becomes the provision of students' moral knowledge, which later becomes a guide in behaving.

One of the success of learning, must be supported by the existence of adequate learning resources. Advances in information technology as it is today requires teachers to be able to innovate to provide a variety of learning resources to support the successful achievement of learning objectives. We must have the courage to break free from the shackles of laziness and break bad habits by trying creatively to create our own teaching materials that are more interesting, varied and in accordance with the socio-cultural context of students (Prastowo, 2015:19). This is actually a very good innovation effort in the world of education.

Based on this statement, it is reasonable that teaching material about understanding regional cultural diversity needs to be done using innovative teaching materials that are appropriate to the socio-cultural context of students. In this study, a test was conducted to test the effect of using picture story books on students' understanding of cultural diversity.

There are many benefits of using picture story books for elementary school students. The use of picture story books was quite effective in attracting students' interest in learning (Adipta H., Maryaeni, Hasanah, 2016). Similar research findings were also conveyed by Utomo (2018) that the development of picture story books was effective in increasing students' learning motivation and reading skills. If students are interested in participating in learning, it will have an impact on the ease with which students understand the learning material provided by the

teacher. Reading interest has a significant influence on understanding the content of reading in textbooks (Suryani, 2017).

The use of learning media in order to improve student understanding is very necessary. Through the activity of reading picture story books as a learning medium, students are expected to be able to understand the content of the material contained in story books, namely about cultural diversity. Research conducted by Budiarti and Haryanto (2016) explains that comic media influences the reading comprehension ability of fourth grade students (WN Budiarti, 2016). Based on the results of this study, it is necessary to test the effect of illustrated storybook media on understanding cultural diversity material.

Story books used in learning in elementary schools also have an impact on the internalization of student character values. Lestari (2017) in his research results explained that the media of picture books is a companion medium to the 2013 thematic integrated curriculum book with an average moral value (Lestari, 2018). The character of loving the motherland is one of the values which of course will also be effective if taught using picture story books that contain the values of various local cultures.

Based on these problems, this study aims to convey the results of testing the effectiveness of picture story books on understanding cultural diversity in elementary school students, namely by treating picture story books in the treatment class, and student textbooks in the control class.

METHODS

This research is an experimental research. Experimental research has characteristics, namely the research variables and experimental conditions are regulated in a strict order, by establishing controls, manipulating directly, or randomly (Emzir., 2009). Experimental research model with non equivalent pretest posttest control group design. In the nonequivalent pretest posttest control group design, both the experimental group and the control group were compared, even though the group was selected and placed without going through randomness, the two groups were given a pretest, then given a treatment, and finally given a posttest (James .A, 1973). The research was conducted in class IV of SD Negeri in Yogyakarta City, using 1 control class and 1 experimental class). The research subjects were 50 students in class IV of elementary school, 25 students in the control class and 25 students in the experimental class. In the experimental class, the learning treatment was given by using picture story books and for the control class, the learning material books were usually used. The data collection technique in this study was carried out using a student self-assessment questionnaire which aims to obtain data on understanding cultural diversity in

elementary school students. Furthermore, the analysis of quantitative research data is then presented in tabular form so that data is obtained to make it easier to read research data. Because the data is processed. does not meet the requirements to be tested using parametric statistics, then it is performed by Wilcoxon non-parametric statistical test.

RESULTS AND DISCUSSION

The Research is applied with 2 class where 1 class as Control Class and other 1 class as Experiment class. The Research is started to provide pre-test for 2 classes either control or experiment class. Pre-test is used to measure understanding cultural diversity for both classes.

After Both classes given Pre and Post Tests, the next step is to give treatment as giving picture story book. This treatment is applied twice of lessons. After students at the class Experiment given Picture Book, the next step is to measure cultural diversity of students with questionnaire with test questions about Cultural diversity. The measurement results are written in table 1, as follows:

Tabel 1. Conclusion result Uji Normality

Data			Sig (p)	Information
<i>Pretest</i>	Understanding Cultural Diversity IV A Class (Control Class)		0,105	Significance > 0,05 then it is said to be normal
<i>Posttest</i>	Understanding Cultural Diversity IV A Class (Control Class)		0,004	Significance < 0,05 then it is said to be not normal
<i>Pretest</i>	Understanding Cultural Diversity IV B Class (Eksperiment Class)		0,058	Significance > 0,05 then it is said to be normal
<i>Posttest</i>	Understanding Cultural Diversity IV B Class (Eksperiment Class)		0,10	Significance > 0,05 then it is said to be normal

The result of Pre-test and Post-test in Experiment Class used with Picture Story Book shows that result of Questionnaire test question with different statement about reasons of understanding cultural diversity before and after treatment. In Experiment Class using Picture Story Book the differentiation point of pre-test and post-test received point in 0,031 as meaning lower than 0,05. Based on the difference from classroom, it can be assumed in there are different points in Experiment class before and after treatment.

Meanwhile in Control Class is not applied the treatment of picture pstory book, as received result from pre-test and post test is not shown differences. Meaning the result of Measure of understanding cultural diversity students is not shown before and after test of treatment. The result of before and after test control class is shown in point 0,055 > 0, 05. Based

on values it is assumed there is any difference result Pretest and Post test Result. Based on the data above therefore it can be concluded there is difference of measurement understanding cultural diversity. Result of control class and experiment class before and after treatment. Meanwhile in experiment class data received different data before and after treatment using story picture book. The fact condition can be basic to create conclusion that picture story book is effective through understanding cultural diversity to class IV level elementary school in Yogyakarta.

Character in education is most essential thing, regarding its good distinctions as the students' progress at school especially in elementary school. Character in Education tasks to improve education, moral, moral attitude, and moral value of students. Empowerment of character is a part of performance towards Education Procedures (Kamaruddin, 2012:224). The creation of Characters in students is hoped committed as grass root and being fundament Student Characters for attitudes. Therefore School may not ignore Learning Process of Character Education in arranging School Program.

Eligible or not purpose of character education in one of many most influenced factors is the message is delivered or not in messaging character values in teaching and learning process. A knowledge about character values that Students have will turn impact towards student attitudes based on the characters. The delivery of messages in learning to students can be maximized is supported in application learning media with variety by applying communication learning media connected between teacher and students is created effectively (Naz, A.A. & Akbar, 2008).

Knowledge about understanding cultural diversity presence in learning media picture story book hoped can be fundament attitude to develop of student behaviours reflected signs for cultural diversity value. Hudi (2017) in his research explains that there is correlation between knowledge of students with committed moral attitudes (Hudi, 2017). Based on the Invention of research previously, therefore when hoping Students cultural diversity, they should have knowledge values of understanding cultural diversity.

One thing proceeded in education character is optioning pedagogical strategy in character education (Berkowitz, M.V., and Bier, 2007). In this Pedagogical Strategy chosen involved in using picture story book in the application. When application of learning media is an activity at classroom, therefore it is hoped that motivation of loving motherland for students can be maximized rather than to class which is not applied with Picture Story Book.

The use of picture story books in character education is also discussed that picture story books are effectively used in character education. In this case, picture story books can be a medium for student literacy activities (Turan, F. & Ulutas, 2016). The use of picture story books, both printed and digital, is very suitable for the needs of children at the elementary level, because their use is very effective in helping students understand learning material, they feel happy and

the development of story books makes it easier for teachers to carry out ICT-based learning (Yayuk, 2017). Based on the information received through the use of material in picture story books that students read, it will become a provision of moral knowledge to guide students' behavior.

The presence of picture story book is shown to attract interest of students in learning process. Elementary school students like pictures and stories. Therefore media of story book in picture created based on character in every students at classroom. The beneficence of picture story book is effective enough to attract student interests (Adipta H., Maryaeni, Hasanah, 2016). Furthermore it is described by Suryani (2017) that the Interest of Reading has an influence in significance towards understanding the content of text book (Suryani, 2017).

Regarding to picture story book applied in understanding cultural diversity so that the material contain in the book is also related to value of cultural diversity. In order to have soul of understanding cultural diversity. About possessing way of having spirit to the nation, therefore students is then firstly empowered to have the way of loving to culture and local tradition with learning of local culture. Nationalism is a value of character that is planted in people within language, culture, and education which can create ideas or way of thinking to others, decision or attitudes in respecting, or caring environment and nation (Aspin, P.Y., Wasino, & Yusuf, 2021).

Closest Learning of Students is based on student characters of elementary Level is easy to understand material broader than other if started from nearest environment for empowering the way of understanding material content in picture story book, therefore the story is covered such as interesting way about neighbourhood they live. Mustadi (2017) explains the result from his research that good concept for students started with way of curiosity in also in good portion (Mustadi, A., 2017).

Based on discussion from many references above, so that story book with picture is effective for learning about understanding cultural diversity. The application of empowering character started from understanding of students about diversity of local cultures, therefore having spirit motivation to love their motherland, after that it is hoped to know other regions broader, it is consequently having love to the entire cultures prominently in their nation for preparation of understanding cultural diversity.

CONCLUSION

Based on the research findings and data analysis, there was a difference between classes using picture story books and those who did not use picture story books, amounting to 0,031 which means less than 0,05. So it can be concluded that picture story books are effective for understanding cultural diversity in fourth grade elementary school students. The use of picture story books provides knowledge about the concept of cultural diversity to students, in order to

base their behavior that reflects the values of respecting culture in their daily life. The introduction of the values of cultural diversity starts from the students' closest environment, then expands, until finally getting to know their country as a whole. The illustrated story books are arranged according to the characteristics of elementary school students, in order to be able to arouse students' interest in learning, so that the contents of the cultural diversity contained in the book can reach students properly.

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