



EDUCATIONAL INNOVATION IN SOCIETY 5.0 ERA: CHALLENGES AND OPPORTUNITIES

Edited by
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Development of Star Book Media to influence writing skills and carrying attitude in grade IV elementary school students

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ABSTRACT: The purpose of carrying out this research and development is to produce Star Book Media that can streamline story writing skills and caring characters for fourth-grade elementary school students who are declared worthy of media expertise and material expertise. This research and development refers to Borg & Gall's research and development steps. The material expert gave a final average score of 5 in the excellent category. The media expert gave a final average score of 4.69 in the excellent category. The results of operational trials show that Star Book media is effective in improving story writing learning. Based on the average score of the experiment, 1 class is 82, experiment class 2 has an average of 77, and the control class is 70. This shows that star book media is useful for improving the writing skill of fourth-grade elementary school students.

1 INTRODUCTION

The rapid development of science and technology has caused the emergence of several problems that occur today. Muslich (2011) states that the recent moral crisis can be overcome with character education in every school environment, namely in education and teaching carried out by teachers and their students. Character education (Kemendiknas, 2010; Kemdikbud, 2017; Fadlillah and Khorida, 2013) is a growing educational initiative supporting students' social, emotional, and ethical development. The best way to teach character is to allow students to apply concepts in real-life situations (Anderson & Glover, 2017).

One of the characters that are starting to look faded with the current development is the caring character. That is not only caused by changes and advances in technology and times, but also from within a person. The caring character itself attempts to think about one's own will, other's needs, or trying to help others (Raatma, 2000). Furthermore, caring is defined as an activity to help solve others' problems with individual or collective good (Octavia, Syatibi, Ali, Gunawan, & Hilmi, 2014). Yulianti & Hartatik (2014) explained that the character of caring is fundamental in order to foster a sense of brotherhood and kinship and to distance oneself from arrogant, selfish, and individualistic traits. These various meanings show that caring is the attitude of paying attention to something, both inside the person and outside himself. In social life, everyone needs a caring attitude.

There are many opportunities that teachers can use in developing character which one does find in

learning the Indonesian Language and Literature in every educational institution (Zubaidah, 2013). Learning the Indonesian language and literature through thematic learning in schools should achieve a caring character education through listening, speaking, reading, and writing skills. It is said (Huck, Helper, & Hickman, 1987; Stewig 1980) that children can develop their personalities through literature. Elementary school (SD) students will find it easier to improve their caring character and writing skills if done through the material in daily life. The material in everyday life is good through listening, speaking, reading, and writing.

Tompkins and Hoskisson (1991) stated that language skills in schools, including listening, speaking, reading, and writing, are closely related so that each skill underlies another skill. This understanding shows that writing is a skill acquired after students can read, speak, and listen beforehand. Students can write if they are used to reading or seeing anything. Through reading or being seen, students can easily develop their ideas or ideas into a story that can be told or discussed and or written. Thus, it is very logical not to write because they cannot read or even have never known writing. This problem requires teachers to learn to write, use, and show students media.

According to its type, the media divided into visual media (visual), listening media (audio), and listening media (audiovisual). For learning to read and write, Jalongo (2007) and Fellowes and Oakley (2010) mentioned more than ten media types. However, from these types of media, there are no Star Book Media books mentioned. Therefore, in this study, the Media

Star Book was chosen to be studied. Through this, story writing skills and caring characters can be improved.

The picture story series in the Star Book that is presented to students must provide an example. Abbas (2006) states that series pictures are media images in chronological events that can help students find ideas and tell stories. Series pictures are usually in the form of a pictorial story. A pictorial story is a form of moving art that uses images that are not arranged in such a way as to form a storyline (Susanto, 2011). In line with this opinion, Arsyad (2002) explains that a picture is a series of activities or stories presented sequentially. Matulka (2008) describes several components that need to be considered in making a storybook series, including the outside of the book, shape, and size, other supporting parts, illustrations, and typography.

The development of fourth-grade elementary students, apart from having fun playing and making friends, also contains rapid motor development and rapid social development. Language development is also present. Through these developments, it is hoped that the character of the individual can be improved. Therefore, through the various characteristics of student development, it is necessary to learn to write stories and develop caring characters for fourth-grade elementary school students. However, based on observations and interviews with students and teachers in several schools where this research was conducted, the media to improve story writing skills in Star Books does not yet exist.

Based on several reasons behind the problem and some media needs in the fourth grade, it is quite reasonable to believe that the feasibility of research on Star Book Media Development can be tested on material experts and media experts. Their effectiveness can be tested in the school where this research is conducted.

The purpose of this research and development is twofold. (1) Produce Star Book Media appropriate for the effectiveness of story writing skills and caring character for fourth-grade elementary school students. (2) Find out the effectiveness of Star Book Media in making story writing skills effective and character caring for fourth-grade elementary school students.

2 METHOD

The research was conducted in Yogyakarta, namely SD Kintelan, Keputran, and SD Surokarsan. The instruments used in this study were sheets: interviews, observations, questionnaires, validation of material experts and media experts, and writing skills test sheets. Researchers need an instrument developed based on book media's quality aspects to produce a suitable star book media product. From this instrument, we can see the quality of the product produced. Table 1 below is the aspects used to evaluate the Star Book media by media experts and material experts.

Table 1. Aspects of the assessment of material experts and media experts

No	Material aspects	Aspects of the media
1	Language	Outside layer
2	Presentation	Shape and size
3	The suitability of the image to the story	Support layer
4	Format and content of the material	Illustration
5	Usage for teachers	Typograph
6	Usage for student	-

The data obtained through an assessment questionnaire by material experts and media experts was analyzed using descriptive statistics. The results are used to assess the quality of the product developed in the form of scores. The scores obtained were then summed and averaged, then converted into a value with a scale of 5. Data in the form of interviews and observations was analyzed using descriptive techniques.

The Media Star Book effectiveness test was tested on a limited scale and an expanded scale. Limited trials (initial field trials) were conducted at SD Kintelan, while expanded trials (main field trials) were conducted at SD Surokarsan and SD Keputran.

3 RESULT AND DISCUSSION

3.1 Result

The interviews with teachers in the initial study showed that some students still had difficulty writing stories. Teachers already know a lot about media in improving story writing skills and increasing students' caring character, especially Star Book Media. Schools only provide storybooks stored in the library. Students are usually asked to come to the library to read storybooks. Students are then asked to summarize the stories they have read. The teacher rarely uses the storybook media stored in the library for use in the classroom. Usually, the teacher asks students to read thematic books that students already have.

Another activity that can improve students' writing story skills is that the teacher provides examples of stories. The teacher gives a reading to the students, and then the students are asked to summarize the reading content. Another activity is to make a synopsis and make a story based on the teacher's pictures.

The development of story writing skills and caring characters has been done in schools using pictures, posters, and video clips. The teacher stated that in learning, there were difficulties in linking caring characters in learning. Therefore, writing stories and caring characters was carried out using pictures, posters, and video shows prepared by the teacher. However, this is only done occasionally, considering that schools still have limited school facilities.

Other actions to improve the teacher's story writing skills and caring character are giving students gifts and warning students. Students who have good story writing skills have their work posted on the classroom wall magazine with a grade. However, those whose stories are not good are not posted on the classroom wall magazine. Likewise, students who have a caring character, for example, are diligent in picking up to clean the class as an example. Conversely, the teacher does not set an example of lazy students.

Information gathering is obtained by conducting a literature study related to development research using other references as additional information related to the media to be developed. The researcher also made observations on several storybook media following student development and the media of storybooks that attracted students' attention. Some of the information obtained from literature studies is used to consider the product to be developed. It is hoped that this will become the basis for product development which will suit needed.

Analysis of the results of gathering information in the initial study contained several problems. These problems are the following. Students have difficulty in developing story writing skills. In schools, there are no learning media available to improve story writing skills. The unavailability of book media teaches students how to write stories that support story writing skills and enhance caring characters in classroom learning.

Based on the results of observations, interviews, and the distribution of questionnaires to the teachers and students, the researcher tries to design a media for a series pictorial storybook using an exciting form, like a star (Star Book).

3.1.1 *Star book concept*

The concept used in the development of the Star Book media is a story of everyday experiences. The experiences that are told are familiar with the daily lives of students at the research site. The Media Star Book was made contextually by taking into account the school environment in both elementary schools. Between SD Surokarsan and SD Kintelan, a river is quite famous, namely the Code river. In the river, waste and garbage have been polluted, so the river looks dirty and not beautiful. Most of the students come from the river environment. Thus, the theme of the river environment is close to the world of the students.

A mandate is an application of caring characters, especially caring for the environment, which students can apply in everyday life through the story's contents. Therefore, with the development of this Star Book, students can develop their writing skills and can be used to recognize the values of caring characters presented in the story.

3.1.2 *Format and size of the book*

This book is made in a large size so that it can be used as a group. This book measures 38 cm x 48 cm with a total of 12 pages. Coupled with the front and back

covers so that it becomes 14 pages. A Media Star Book is bound by using the star binding technique. A Media Star Book is equipped with presenting the elements in the story, and the outline of an essay as an example of a written story developed independently by students. The learning is done in groups.

3.1.3 *Title and content of star book media*

The title of the story is placed on the Media Star Book page. The story is entitled Trio of Environmental Heroes. The Trio of Environmental Heroes is about the friendship of three elementary school children who have experience fishing in rivers and cleaning dirty environments. Caring values are shown through the three characters' behavior to clean up the river environment, polluted with garbage and cloudy water. Through their efforts to clean up the river environment, they deserve to be called the Village Heads and the community as the trio of environmental heroes. The trio who cares about the environment.

3.1.4 *Figures and characterizations*

Character selection refers to a character who has a caring character. This is done so that the images used attract students' attention and encourage students to become like characters in the story. The main character in the Star Book media is a boy named Andi. Andi is a good boy, friendly, and has a leadership spirit. Besides, the character Andi also has a caring character, as shown in the story in the picture. Andi and his friends clean the river, which is littered with waste and garbage. They saw and felt sad while fishing in that murky and dirty river. The depiction of this character or characterization, friendly Andi, is shown through Andi's togetherness with his friends named Budi and Tono. Andi's choice as the main character is intended to have awareness and concern for their surroundings. Apart from that, the researcher hopes that elementary students will read this story and hope that they will become pioneers of clean life and care for their environment.

3.1.5 *Selection of material and themes*

The material presented in the Star Book is entitled "Trio Pahlawan Lingkungan." This material is a material that has met the level of conformity. It has compatibility with the environment, age, and language of students, mainly grade IV elementary school students. The language is made simple to attract students' attention to read and understand the story.

The presentation of the material is made according to the stages of developing the story correctly and adequately. First, students are exemplified by good stories. Students then learn about the building blocks of stories and are given examples of how to outline a story before the story is made. Students can then write stories independently.

Examples of developed stories are stories that contain caring characters that can be applied in everyday life. For this reason, it is based on intimate experience with the children's environment in the two primary

schools where the initial research was carried out, namely SD Surokarsan and SD Kintelan Yogyakarta. The theme chosen is environmental. The selection of environmental themes makes it easier for children to apply caring characters in students' daily lives in their environment.

3.1.6 Selection of image types and colors

The image selected is an image that matches the story title. This image can imagine the child about the atmosphere and place when fishing in the river and cleaning the river environment. The color of the image is chosen following the development of fourth-grade elementary school students. They like bright colors, but the color of the t-shirts they wear represents a brave boy. Black pants and a t-shirt in blue, dark blue and green. The river environment is described by growing large trees accompanied by natural colors.

3.1.7 Making star book media designs

The first stage in developing a Star Book design is creating a book design template. Selection of images that match the material and stories in Star Book media. Initially, the image design used images from the internet, then based on media experts' advice, the final image was created manually. Images that have been created manually are then processed digitally and given coloring through the Photoshop CS 6 application. After the image is finished, it is then laid out with material that has been developed using Corel Draw X5.

3.1.8 Typography selection

The typography used in the Star Book development used a choice of fonts, namely the letters "Linnote." Linnote letters were chosen to take into account the typeface that students could easily imitate in hand-written form.

3.1.9 Print technique

The researcher's type of paper to print the cover and content pages was ivory 210 paper. In the finishing process, the researcher bound it manually using the star binding technique, beginning with cutting paperboard paper to size. The paperboard paper is then affixed with an ivory paper print, which is the title page and the story material page with castol glue, page by page. Therefore, a paperboard with a thickness of 300 mg is used as a base for sticking the printout so that it is strong and not easily torn or damaged. When the mold's sticking has been completed, it is then assembled and bound with tape to form a book that resembles a star. After finishing, the bookbinding process can be used for learning.

Media development in the form of a series pictorial storybook in the form of a Star Book refers to fourth-grade elementary school students' media and material requirements. This is done so that the developed Star Book media suits students' needs in grade IV SD. The color selection used in this study uses bright colors tailored to the story's color needs.

3.1.10 Validation

The product designs that have been developed by researchers are then tested on media and material experts to assess the feasibility of the Star Book Media products that have been developed. Validating the Star Book Media was carried out by media expert lecturers twice, and the material experts were tested twice. The first validation test resulted in a total score of 68, with an average of 4.25. This shows that the value obtained in the media validation test falls into the "perfect" category. The media expert lecturer gave several suggestions, including images, preferably using original images (not from the internet). Besides, the use of images needs to adjust the story text, and the use of colors should use colors according to student characteristics with colors that attract students' attention.

Based on the material expert validation test, it is known that the total score is 64, with an average of 4. This shows that the value obtained in this media's validation test is in the "good" category. The material expert lecturer gave several suggestions, including writing a few words in the story that should be adjusted to the level of language development of grade IV elementary school students. Sentences are not too long, and appropriate punctuation is used. The story text is adapted to the image. The picture must show the three characters of the story while cleaning the environment to match the theme and learning objectives.

The second stage of the material expert test obtained a total score of 80, with 5. This shows that the value obtained in the media validation test is in the "perfect" category. In this second test, the media has experienced an increase in the score without any revision from the material expert lecturer. Table 2 The following summarizes the total score from the Validation of media experts and material experts.

Table 2. Summary of total scores of media and material experts

Validation stage	Media expert scoring	Category	Material expert scoring	Category
Step 1	4,25	excellent	4	good
Step 2	4,69	excellent	5	excellent

The average score of SD Kintelan students in the initial field trial was 78.33. The ideas and content aspects showed excellent results. This shows that Star Book Media can solve difficulties in writing students' ideas into stories. The writing aspect still shows low grades. Therefore, teachers can improve students' writing story skills through teacher revision activities in student writing. In the main field trial, the average grade IV story writing score at SD Surokarsan was 85.5. This is because the Star Book media has undergone revisions based on teacher input in the initial field test. Thus, students find it easier to write stories.

Based on these results, it can be seen that the total score of 29 students in the experimental class 1 is 2341, with an average value of 82. This score shows that the students' writing skills are included in the perfect category. The main field trial results, Keputran Elementary School students had an average story writing score of 82, while in other experimental classes, the students' writing scores already exceeded the minimum competency in learning to write stories, namely getting a score of 77. This shows that students can develop story writing skills using Star media. Book. The score for writing stories of control class students reached a minimum score of 70.2. This shows that learning to write stories with the teacher's explanation without media in front of the class has not made learning writing stories useful for fourth-grade elementary school students.

3.2 Discussion

The teacher reveals that storybooks are quite sufficient to use in the classroom during learning. It is just that published storybooks cannot be used as a medium to improve story writing skills. Media Star Book contains sample stories, analysis of elements in the story, and the essay's framework can be used. This can help teachers to teach story writing skills to fourth-grade elementary school students. Besides, picture storybooks can be a medium for teachers to show character values based on the activities carried out by the characters in the story.

Through the story text that shows the application of caring values, students are given an overview of problem-solving related to an event around them. Star Book Media development needs to be developed to improve story writing skills in classroom learning. Thus, choosing a picture book with a unique shape (star shape) can stimulate students' creativity in writing stories. This is following Semi's (2007) opinion, which explains that writing or composing is a creative process of transferring ideas into writing symbols so that the Star Book media is very appropriate to bring out students' creativity in developing ideas into story texts.

The Media Star Book presents the story building elements. The teacher can explain various elements in the story to help students develop their essays. At the end of the Star Book media page, a written outline based on the title of the story "Trio Pahlawan Lingkungan" is presented. The teacher can provide explanations for students to modify the essay's outline into an essay framework that students will develop. The teacher does this by changing the story elements such as themes, messages, characters, characterizations, settings, and storylines. Themes are replaceable elements so that students can implement caring characters in their stories. By developing stories based on stories made by students themselves, story writing skills will increase and make it easier for students to develop their skills to write stories (Tompkins and Hoskisson 1995).

Based on the analysis of the fourth-grade teacher's responses at SD Kintelan, Star Book Media got an average score of 3.1 with a perfect category. The assessment is based on a rating scale of 4. The results of the average score indicate that the Star Book Media is beneficial for teachers in learning. This is because this media presents pictorial stories and is also accompanied by explanations of the elements of the story and the framework of the essays. An essay outline will be beneficial in teaching story writing skills to students. Students can more easily develop their ideas by making an essay outline first.

The implementation of learning to write stories for fourth-grade students of SD Kintelan using Star Book media received a positive response from students. This is shown through the activities of students who are more active in expressing their ideas. Based on the teacher's assessment of story writing skills, students got an average value of 78.33. Besides, based on the student's assessment of the Media Star Book, the student response questionnaire got 115 out of a maximum score of 132. Based on this assessment, Star Book media was proven to facilitate the learning process and attract students' attention at SD Kintelan.

When assessing the writing skills of the fourth-grade students of SD Surokarsan, the students' mean score was 85.5. This shows that students can develop story writing skills using Star Book Media materials. Meanwhile, based on the student response score, it is 206 out of a maximum score of 220. Students are interested in using this media because Star Book Media is unique and provides exciting stories. According to students, the Star Book Media pictures make it easier for students to imagine the events experienced by the "Trio Pahlawan Lingkungan."

The analysis of the responses of experimental class students related to the use of Star Book Media in classroom learning has a positive response. Based on the questionnaire distributed to students, 293 scores were obtained from a maximum score of 308. This shows that Star Book Media is easy to use for learning to write stories for students. In addition, students can learn caring character values based on stories presented in Star Book Media. The Star Book Media pictures are quite exciting, and the material presented is evident for students. Students can find it easier to find ideas in developing essays.

Star Books contain caring characters. This can be seen from the mandate, which is used to message students to care for their surroundings. Lickona (2004) said that school could help students form an attachment to attention to adults and each other. This caring relationship will foster a desire to learn and a desire to be a good person. Caring characters can be developed through modeling (example). In addition to using examples, the teacher can provide descriptions of how to develop caring characters through stories. Raatma (2000) states several aspects of caring character, keeping the environment clean. Also, teachers can develop their own based on the aspects that arise related to caring characters.

4 CONCLUSION

Based on the research results, it can be concluded that Star Book media is declared feasible to streamline story writing skills and caring character development for fourth-grade elementary school students based on the assessment of media experts and material experts. The material expert gave a final average score of 5 in the perfect category. Meanwhile, media experts gave a final average score of 4.69 in the perfect category. Based on the results of operational trials conducted, there is a significant influence related to Star Book media's use in learning to write stories. Based on the mean score between the experimental class and the control class. The experimental class 1 got a mean of 82, the experimental class 2 got a mean of 77, and the control class got a mean of 70.

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