# B27 How to Promote Reflective Students of Elementary School

*by* Ali Mustadi

# How to Promote Reflective Students of Elementary School?

Ali Mustadi
*Primary Education*
*Universitas Negeri Yogyakarta*
Yogyakarta, Indonesia
Ali_mustadi@uny.ac.id

Maylina Purwatiningtyas
*Primary Education*
*Universitas Negeri Yogyakarta*
Yogyakarta, Indonesia

Supyan Hussin
*Universiti Kebangsaan Malaysia*
Selangor, Malaysia

*Abstract*—The aims of this study are: (1) to produce a reflective picture storybook media which could improve student's discipline in elementary school and (2) to reveal the effectiveness of the developed media. This study employed R&D design. The reflective picture story book is an innovative learning media which represents learning materials integrated with illustrations and reflective stories in student's daily life, equipped with some reflection activities. The participants were the fifth grade students of elementary schools in Bantul District, Yogyakarta. The data collection techniques were interview, observation, scale, and questionnaire. The data were analyzed by paired and independent sample t-test. The result of the study shows that: 1) the reflective picture storybook has passed the criteria of feasibility in a very good category; 2) the reflective picture storybook is effective to improve students' discipline, according to the paired t-test at sig. 0.000 (p < 0.05).

*Keywords—reflective picture storybook, innovative teaching, elementary school, character of discipline*

## I. INTRODUCTION

Nowadays, education in Indonesia has developed rapidly. In addition to experiencing rapid growth, education in Indonesia also encounter various challenges to continue innovation. The innovations are needed to address problems and improve the quality of Indonesian education. There are many things that can be learned from the experience of Indonesian's education in the application of innovation.

By learning from the experience of educational innovation that has ever been implemented in Indonesia, innovation of national schoolings should be based on the paradigm of the role of education towards national development [1]. Therefore, in carrying out of innovation, several parties such as government, education's experts, and practitioners within the field should pay attention to problems and needs that exist in the community and adapted to the cultural values of Indonesian.

The innovation in the field of education can be implemented on various components of education. Miles [2] suggests that educational innovations can be implemented on every educational component. From the variety of educational innovations in the of

education components, it should be understood that the selected innovation needs to bridge the gap that exists between learning environments and the students, and between students with one another. Innovation should be able to bridge the differences between schools from one another and between students and each other. Kelley & Kelley [3] suggested that one important aspect of innovation is identifying the problems that exist in the environment and trying to solve those problems. In innovation, the most important element that teachers need to pay more attention to is the students.

The educational innovation in this research focuses on the components of physical facilities or educational facilities and infrastructure, including learning media to implement character education. Despite having a very important role in the national education system, the implementation of character education in schools still faces almost the same problems every year. Implementation of character education is up to the level of recognition of values within the students. In other words, the implementation of a new character education to moral knowing, has not reached the moral feeling and moral action.

The application of character values in the daily life of students cannot be realized optimally. The reality in this field indicates the case of students or college students who are still cheating during the test or exam; involved in violence or bullying, drug abuse, student gangs or motorcycle gangs, and brawl [4]. These actions indicate a decrease in the moral aspect among the students and the college students.

There are a lot of characters that can be internalized through character education in elementary school. One character that needs more attention is discipline. Discipline is one of the character that needs to be fostered in children. Discipline becomes the foundation in the development of other noble characters in children [5]. In addition, discipline plays an important role in directing a person's life to achieve his goals. By having discipline, people will learn to appreciate time, rules and their responsibilities.

Although the character of discipline has an important role in the development of one's personality, discipline is still one of the weaknesses in the Indonesian nation. Indiscipline is also a form of

violations, especially within elementary school students at schools. The results of Aamirudin's research [6] shows that the forms of offense happen when learning takes place, playing fraudulently, or cheating on a test or examination.

One of the efforts to assist students in improving their discipline is applying integrated learning media which are in accordance with the characteristics of elementary students. Learning media can help students to develop their critical understanding, stimulate students to participate actively, and familiarize students' real life with the school curriculum [7]. The integrated learning media used in character education can help students to realize concepts and values embedded in the learning materials.

The picture story books can be used as an integrated learning media in character education and it can improve students' discipline. Mallet [8] argues that the picture story book can help children to interpret their life and change the children's behavior and attitude into a more positive direction. Therefore, the picture story book can be utilized as a learning media that instills and develops the noble character, including discipline.

The development of reflective picture in storybook media is based on the results of need analysis which were formerly conducted through observation. The teacher interviews the students of fifth grade at an Elementary School in Bantul District, and administered an open-ended questionnaire for self-assessment and peers. The results of needs analysis indicate that in the Curriculum 2013 implementation, the availability of textbooks and supporting thematic learning media are still limited. Teachers and students need character-based learning media that can make learning more meaningful and have a positive impact on improving students' discipline character. The learning media that feature reflective picture and activities such as reflective picture storybooks, are not yet available in schools. Most of the learning media used are merely textbooks that have not reflected daily life and have not integrated character values. Therefore, it needs innovation in forms of reflective picture story books developed from reflective thinking process in the picture book.

Based on the above description, it can be concluded that there is a need for reflective picture storybook to improve the character of student discipline. This research was conducted to produce a media reflective picture to improve discipline of the fifth grader students at an elementary school in Bantul Regency and to know the effectiveness of reflective picture storybook media in improving students' discipline characters.

## II. LITERATURE REVIEW

### A. Discipline

Discipline is one of the fundamental characters which which contribute to shape student's personality.

Discipline also plays an important role in directing a people's life to achieve their goals. By having this character, they will learn to appreciate their time, rules, and responsibilities.

Discipline can be viewed as the ability of a person to control himself to avoid doing acts contrary to the values and norms in the family, school, or community. Lickona [9] states that self-discipline is a form of self-control that forms the basis of compliance with rules and applicable laws. It is said to be the main characteristic of good citizens

The notion of discipline as a person's self-control mechanism is supported by the results of other expert studies. Kohn [10] argues that self-discipline can be defined as self-regulation to achieve expected things and self-control to prevent himself from doing unexpected things or controlling themselves from doing actions which only satisfy their personal desire.

In addition to having the ability of self-control, discipline can also be seen as an important factor in shaping character and personality. Bukkapatnam [11] suggests that self-discipline is an individual's ability to comply with prevailing values, norms or rules embodied in the form of actions, thoughts and behavior that result in personal improvement, instead of temporary satisfaction.

Based on the previous description, it can be concluded that discipline is the ability of a person to control them to appreciate the time, order and obey the various rules and regulations within family, schools, and the wider community, and orderly on duties and responsibilities. Discipline plays an important role in the development of personality and achievement of academic achievement of children.

### B. Discipline Character's Development

Discipline should be inculcated early on students. Discipline plays an important role in the development of students' personality and achievement. In the development of personality, discipline is required as a foundation to develop other noble characters. In the academic achievement, discipline is required for good attitudes and study habits can be embedded in the students concerned.

Discipline should be instilled in students through a positive approach. In this case, Mediratta [12] argues that discipline is not only about punishment process, but rather an opportunity to teach students about regulatory skills and self-awareness. One of the positive approaches in developing discipline that can be pursued in the integrated learning process of character education is through reading activities.

Reading activities in this study focused on reading the story, both from the type of fiction and nonfiction reading. Bohlin [13] suggests that reading literature can provide students with the opportunity to engage in moral reflection. Through reading children's literature, students have opportunities to conduct moral reflection to gain insights and moral experience of various characters in everyday life, even in the

wider life spaces. Therefore, reading activities in the form of children's literature is one of the positive approach that can be taken to improve the students' discipline in the learning process integrating character education.

### C. Reflective Picture Storybook Media

A variety of children's reading books can be used as an integrated learning media on character education. In the learning process, children's reading books can be a means of delivering learning materials and instilling values through more meaningful activities. Almerico [14] suggests that children can learn about noble characters through qualified books. Children literature books can be effective media for developing children's noble characters. Through children's literature books, children can develop noble characters through meaningful experience.

In the context of character education implementation, pictorial story books can be utilized as a learning media that helps the development of character values in students. Mallet [8] argues that a picture story book can help children to interpret their life and be used to change the behavior and attitude of the child in a more positive direction. Therefore, picture book can be a learning media that instills and develops the noble character, including the children's discipline.

One type of children's books that can be used as integrated learning media is a picture story book characters. The picture book is composed of interconnected components of narrative texts and illustrative images to convey the message of the story. Huck, Hepler, & Hickman [15] suggest that picture books attempt to convey messages through two ways, namely illustrations and writings. The illustrations and writings are used to convey the message and each component could not stand alone, but are a unity and mutually supportive to express a message to the reader.

This is one of the media that can be used for elementary school students who are in the concrete operational stage. Piaget [16] suggests that elementary students are still at a concrete operational stage, so that theycan understand abstract concepts through concrete and specific examples contained in their daily lives. Picture story books consisting of image and text elements can help students understand abstract concepts. In addition to assisting children's understanding, Mallet [8] suggests that picture storybooks are generally displayed in concise language, but can be displayed in various forms and designs that make students interested.

In this study, the picture story book has been developed into a media reflective-picture story book. This development is based on a simpler and more concrete reflective thinking process in primary school-aged children. Campbell-Jones & Campbell-Jones [17] suggests that reflective thinking is a logical decision-making process, which entailsrecalling of experiences, beliefs, and points of views. The media

reflective-picture story book as an integrated learning media will be described more thoroughly.

As the picture story book, the power of the designed media is in the narrative texts and visual appearance in forms of illustrative drawings. The development of the reflective-picture story book media lies in the application of the reflective thinking process embedded. This media is expected to facilitate students to think reflectively, so that students can apply discipline easily in everyday's life. In addition to narrative and illustrative components, reflective-picture story book media are also equipped with components of reflection activities. These reflection activities include Story Reflection Queries, Did You Know, Come Practice, Exciting Activities, My Reflections Journals, and Self-Stories. The development of the reflection activity component refers to Pickett's [18] explanation of several techniques that can be developed from reflective thinking processes including reflective journals, in forms of dialog journals, peer reflection, diaries, learning logs and audio-video recordings, and other techniques.

The reflective-picture story book media contain a story about the content of the learning materials according to the curriculum reflected in the student's daily life. Through images of illustrations and reflective stories, students can get a role model from the characters, and can reflect stories and materials into everyday life. It is also equipped with reflection activities that help students to do the reflective thinking process. Through this innovation, it is expected that the student's discipline can be improved.

### III. METHOD

### A. Approachment

This study uses a developmental approach from Borg & Gall. Borg & Gall [19] suggests that "Educational research and development (R & D) is a process used to develop and validate educational products."

Media reflective picture storybook was developed based on ten stages of product development according to Borg & Gall [19], including: 1) research and information collecting; 2) planning; 3) developing preliminary form of product; 4) preliminary field testing, 5) main product revision, 6) main field testing, 7) operational product revision, 8) operational field testing, 9) final product revision, and 10) dissemination and implementation.

### B. Subject of Research

The subjects of this study are fifth grade teachers and students of elementary school in Bantul District, Yogyakarta Special Region (DIY).

### C. Data collection technique

Data collection techniques in research include interviewing, observation, questionnaires, and scale.

*D. Data Collection Instrument*

Instruments of data collection in this study include interview and observation guidelines for need analysis, self-assessment and peer assessment appraisals, assessment scores of expert materials and media experts, teacher response scales and student responses, and rating sheets of character discipline scale ratings.

*E. Data Analysis Technique*

The results of the need analysis were analyzed using descriptive analysis techniqueIt is used to determine the problems in the field and the needs of teachers and students in the field.

The feasibility of media reflective picture storybooks on the assessment of material experts and media experts, as well as the results of teacher responses and student responses were analyzed by converting scores into four quantitative categories. Here are the scoring categorization guidelines for grades with four-scale criteria adapted from Mansoor, Harun Rashid, & Suratno [20]

TABLE I.        CATEGORIZATION GUIDELINE SCORE PRODUCT FEASIBILITY ASSESSMENT

| Score Interval | Score | Category |
| --- | --- | --- |
| Ri + 1,5 Sdi < score ≤ quantity score maks | A | Very good |
| Ri < score ≤ Ri + 1,5 Sdi | B | Good |
| Ri – 1,5 Sdi < skor ≤ Ri | C | Not good |
| Quantity scoremin ≤ score ≤ Ri – 1,5 Sdi | D | Bad |

that:
Ri     = Ideal average = ½ (score maks + score min)
Sdi    = Ideal deviation standart = (score maks – score min)

The effectiveness of the reflective picture storybook media in improving the students' discipline was analyzed by t-independent test and paired t-test. T test is carried out after fulfilling the prerequisite test, namely normality test and homogeneity test.

IV. RESULT

*A. Result*

*1) Development Description*

The reflective picture storybook which was developed in this research consists of several main components, namely: 1) a story entailing learning materials and its reflection in everyday life; 2) a reflective story-based values of the characters in the student's daily life; 3) reflective activity in the form of reflective questions, reflective stories, reflective journals for daily conditioning, and students' self-stories in the form of student ratings related to their social relationships. The learning materials is packaged in the form of stories and reflection for students' daily life. Reflective questions are questions of preferred characters, the values found in the story, and how the student becomes a good person according to the character presented in the story. A reflective journal is structured to condition students. Self-story is a space given to students so that students

can tell their experiences and assess themselves in performing discipline in everyday life.

The reflective picture storybook designed and developed with Microsoft Word programs, Corel DRAW X7, Adobe in Design, and Adobe Photoshop. The media is printed with Ivory paper for cover and HVS paper for content with A4 size (21 cm x 29.7 cm). The type of image in this media is a cartoon image. The learning materials that are packed in the story are tailored to the theme and sub-theme on the learning materials of fifth grade with Curriculum 2013. The values of discipline are adapted to the material and core competence (KI) 2 or the social attitude competence.

*2) Expert Material and Media Expert Validation Results*

Prior to trials in preliminary field testing, main field testing, and operational field testing, the reflective picture storybook was validated by material experts and media experts. The aspects assessed by the material expert include aspects of substance, learning criteria, and story elements.

TABLE II.        EXPERTS MATERIAL ASSESSMENT RESULTS

| No. | Aspect | Score quantity | Score | Criteria |
| --- | --- | --- | --- | --- |
| 1. | Material substantial | 11 | A | Very good |
| 2. | Learning criteria | 57 | A | Very good |
| 3. | Element of the story | 58 | A | Very good |
|  | All of the aspect | 126 | A | Very good |

Based on the results of expert assessment, the learning criteria and story elements are eligible as a learning media that can improve discipline of the fifth grade elementary school students. The total score of all aspects is 126, with an A, and is included in very good criteria. The table below shows the results of media expert's assessment of the media reflective picture storybook.

TABLE III.        EXPERIMENTAL ASSESSMENT OF MEDIA OUTCOMES

| No. | Indicator | Score quantity | Score | Criteria |
| --- | --- | --- | --- | --- |
| 1. | The clarity of instructions | 4 | A | Very good |
| 2. | Media readability | 10 | B | Good |
| 3. | Material systematics | 12 | A | Very good |
| 4. | Image display quality | 31 | A | Very good |
| 5. | Colour composition | 12 | A | Very good |
| 6. | Narrative quality | 16 | A | Very good |
| 7. | Format and*layout* | 35 | A | Very good |
|  | Total | 120 | A | Very good |

Based on the assessment of media experts in terms of the clarity of instructions, media readability, material systematics, image display quality, color composition, narrative quality, and format and layout,

the media reflective picture storybook are declared as feasible learning media that can improve the students' discipline . The total score of the whole aspect is 120, with an A, and belongs to very good criteria.

*3) Product Trial Results*

Having been declared eligible by the material and media experts, the reflective picture storybook is tested for the preliminary field testing, main field testing, and operational field testing. Preliminary field testing and main field testing are conducted to determine teacher and student responses to the media. Teachers and students respond by the teacher and student response scales. Media aspects which are responded by the teachers and students include aspects of material substance, learning criteria, story elements, and media appeal. The table below shows the teacher's responses to the main field testing stage.

TABLE IV.    RESULTS OF MASTER'S RESPONSE SCALE

| No. | Aspect | Score Quantity | Score | Criteria |
|---|---|---|---|---|
| 1. | Materials | 10 | B | Good |
| 2. | Learning criteria | 59 | A | Very good |
| 3. | Element of the story | 38 | A | Very good |
| 4. | Media Attractiveness | 53 | A | Very good |
|  | **Total** | **160** | **A** | **Very good** |

The table below shows the results of the students' responses at the main field testing stage.

TABLE V.    RESULTS OF STUDENT RESPONSE SCALE

| No. | Aspect | Score average | Score | Criteria |
|---|---|---|---|---|
| 1. | Material substantial | 10,8 | A | Very good |
| 2. | Learning criteria | 24,9 | A | Very good |
| 3. | Element of the story | 21,2 | A | Very good |
| 4. | Media Attractiveness | 15,3 | A | Very good |
|  | **Total** | **72,2** | **A** | **Very good** |

The result of the teachers' response scale shows that the overall score of the media aspect is 160, with an A, and belongs to 'very good' criteria. The result of the student's responses shows that the overall score of the media aspect is 72.2, with an A, and belongs to 'very good' criteria. The results of teacher response scale and student response indicate that the reflective picture storybook is considered feasible to be tested at the operational field testing stage.

The operational field testing phase is carried out to determine the effectiveness of the product in improving discipline of fifth grade students. The improvement of the discipline character is measured by the instrument of observation character of the discipline. The table below shows the observed data on the experimental character of the experimental class and the control class.

TABLE VI.    SCORE OF DISCIPLINE BETWEEN EXPERIMENTAL GROUP AND CONTROL GROUP

| | Result score of discipline in an experimental class | | Control class |
|---|---|---|---|
| | Before | After | |
| **Average** | 43,92 | 51,62 | 48,00 |
| **Lowest Score** | 51 | 56 | 53 |
| **Highest Score** | 38 | 47 | 39 |

The effectiveness of the reflective picture storybook media in improving the students' discipline was analyzed by t-independent test and paired t-test. T test is carried out after fulfilling the prerequisite test, namely normality test and homogeneity test. The table below shows the test results of normality tested by One Sample Kolmogorov Smirnov's data of discipline characters in the experimental class and control class.

TABLE VII.    NORMALITY TEST RESULTS

| Group | Condition | Signification Score | Explanation |
|---|---|---|---|
| **Control** | Postest | 0,987 | Normal data |
| **Experiment** | Pretest | 0,743 | Normal data |
|  | Postest | 0,889 | Normal data |

The result of normality test shows that the discipline data obtained through the observation is stated to have normal distribution with each significance value > 0.000. The table below shows the results of homogeneity test discipline with Levene test.

TABLE VIII.    HOMOGENEITY TEST RESULTS

| Group | Condition | Signification Score | Explanation |
|---|---|---|---|
| **Control** | Postest | 0,334 | Homogen data |
| **Experiment** | Postest | | |
| **Experiment** | Pretest | 0,135 | Homogen data |
| **Experiment** | Postest | | |

The homogeneity test results show that discipline data obtained through the observation is derived from homogeneous variance with each significance value > 0.000.

The researcher conducted an independent t test and paired t test to test the effectiveness of the media in improving students' discipline c. The table below shows the independent control test and experiment class.

TABLE IX.    INDEPENDENT TEST RESULTS

| Group | Condition | Signification Score | Explanation |
|---|---|---|---|
| **Control** | Postest | 0,000 | Significant |
| **Experiment** | Postest | | |

Based on this calculation, the significance value is less than 0.05, i.e., 0.000. Thus, H0 is rejected and H1 is accepted, so it can be concluded that there is a difference in the discipline character between the control class and the experimental class.

The table below shows the paired t test results of the experiments on pre-test and post-test.

TABLE X.    T PAIRED TEST RESULTS

| Group | Condition | Signification Score | Explanation |
|---|---|---|---|
| Experiment | Pretest | 0,000 | Significant |
| Experiment | Postest | | |

Based on this calculation, the significance value is less than 0.05 i.e., 0.000. Thus, H0 is rejected and H1 is accepted, so it can be concluded that there are differences in terms of the discipline character between pretest and post-test).

Independent t and t-test results show that the significance value is <0.05, i.e.,0.000. Therefore, the reflective picture storybook is declared effective to improve the character of students' discipline.

*B. Discussion*

Based on the validation results of material experts, it was obtained that the overall score is 126 with the A value and the criteria is very good. Aspects of material expert judgments include material conformity to the subject matter and objectives of learning, learning criteria, and story elements. The material feasibility in the reflective picture storybook with its the learning objectives (material substance) and study criteria in this study is viewed from Dwiningrum's [21] opinion. Dwiningrum suggests that the aspects determining the feasibility of the product comprise the criteria whether the products could solve the addressed problems, could achieve the objectives, and could meet the learning indicators. Aspects of learning indicators include clarity of competency standards, clarity of instructional guidance, material comprehension, breadth and depth of material, precision of presentation sequence, interactivity between teacher and student in learning, accuracy of evaluation, and clarity of feedback.

In addition to these two aspects, the material feasibility in the media reflective picture storybook is also reviewed from the elements of the story builder. The elements of the story builders include storylines, characterizations, themes, backgrounds, language styles, and story illustrations [22, 23, 24, 25]. The elements of the story builders creates interesting and memorable story for children.

Having been declared as a learning media by material experts and media experts, the reflective picture storybook is tested in the preliminary field testing and main field testing stages. Feasibility of the reflective picture storybook as a learning media for elementary school children can also be viewed from the media components, which comprisecomponent images and narrative text. The existence of narrative images and text in the developed media can overcome the lack of understanding abstract concepts as the elementary students are still at a concrete operational stage. Piaget [26] explains that at the concrete operational stage, students can mainly understand abstract concepts through the concrete and specific examples in their daily life.

The results of operational field testing show that the reflective picture storybook was declared effective to improve students' discipline. Independent t-test results and paired t-tests show that the significance value is smaller or lower than 0.05, i.e., 0.000. Based on these results, it can be implied that the reflective picture storybook can improve the character of student discipline.

The effectiveness of reflective-picture storybook media in enhancing the character of discipline is in line with the opinions of some experts who argue that pictorial story books can be utilized to instill a noble character for children, including discipline. In this case, Mallet [8] points out that the power of the story in picture books can help change the child's behavior into a more positive direction. In addition, picture story books can help children to make sense of their daily life. Therefore, the power of the story raised in reflective-picture story book media can be used to change the behavior and attitude of fifth grade students of elementary school to a more positive direction, including in terms of their discipline.

In addition, in developing the students' discipline, the story of pictorial in reflective picture story book media can help students to do moral reflection that plays an important role in improving the character of students' discipline. This is in line with the results of the Bohlin study [13] which shows that students have the opportunity to conduct moral reflection to gain insights and moral experience in the application of various characters in daily life through literary reading. Therefore, the reflective-picture story book can help students in reflecting their characters, including their discipline.

Discipline values are embedded in the story and illustrative images within the reflective-picture story book media. They were emphasized in the process of building an awareness to have and to enhance discipline. This is supported by the opinion of Mediratta [12], Ashley [27], & Anderson-Loy [28] who state that disciplinary cultivation is not only a punishment process, but rather emphasizes the opportunity to teach students about self-regulation and self-awareness skills through a positive approach p and constructive.

The application of reflective thinking processes to stories, illustrative drawings, and reflection activities in reflective-picture story media can help students link learning materials and value discipline with students' knowledge and experience. It can help students to build discipline in their everyday life. Zangoei, A. & Davoudi, M. [29] added that teachers can also help their students with scaffolding. In other words, teachers can help their students to achieve the desired learning objectives. Gelter [30] suggests that reflection is an important ethical tool for regulating personal life. Through reflection, one could control actions and behavior. Reflection on behavior and

values in everyday life can make one's view more objective and enable one to understand themselves and their interactions with the world around them.

## V. CONCLUSION

Instructional innovation in the form of reflective picture storybook in this research is declared as practical learning media that can improve the students' discipline. Feasibility of the reflective picture storybook is based on the assessment of media experts, material experts, teacher responses, and student responses. The results of the assessment of the reflective picture storybook demonstrated a very good quality.

The reflective picture storybook is effective to improve students' discipline. This is based on operational field tests that have a significance value of <0.05 which concluded that there is a significant difference in students' discipline before and after reflective picture storybook media is introduced and used for learning. Through pictorial stories and reflection activities developed in the media, elementary students can internalize the values of the characters in a more fun way while acquiring knowledge based on the curriculum.

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