B16 Sociocultural Based Reflective Picture Storybook-Urgency

by Ali Mustadi

Sociocultural-Based Reflective Picture Storybook: Urgency in Social Skill Development

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Abstract— This research was aimed at finding out elementary school students' social skill mastery and analyzing the needs of a sociocultural-based reflective picture storybook for the students' social skill development. This research used the survey method. The research participants were grade IV elementary school teachers and students in Kulon Progo, Yogyakarta. The data were collected through interview, observation, survey, and literature review. The results show that students' social skill is not yet good. The students' social skill has to be improved in a peer relationship, self-control, academic demand, and assertive behavior dimensions. In terms of social skills, as many as 87.70% respondents of the research are in the Moderate category, 10.66% of respondents are in the low category, and only 1.64% of them belong to the good category. These results indicate that the students' social skills still need to be developed. The result also reveals the needs of interesting learning media capable of increasing students' social skill. The students are interested in storybooks with pictures because stories have the ability to influence children's emotional aspect through behavioral model shown by the characters in the stories. Therefore, sociocultural-based reflective picture storybooks are potential media to develop students' social skill.

Keywords—sociocultural-based reflective picture storybook, social skill, sociocultural

I. INTRODUCTION

One of the big problems that are currently faced by Indonesia is social aspect crisis. Various types of social problems that are often found in society show that social values are not strongly embedded in society. Moreover, those problems are now found in elementary school children's behaviors, such as individualistic, egoistic, indifferent. In addition, there are problems in communication and interaction, as well as less empathy. The children have lack skill in interacting in their social lives. Education should take the role to teach social skills. Education, starting from elementary level should pay attention to children social skill mastery beside students' academic achievement. Social skill mastery is as important as material content mastery in learning [1]. In another point of view, the academic aspect and social skill support each other. It is stated by Webster[1] in his research that one of the indicators of children's academic achievement is social skill.

The social skill can be interpreted as the ability to interact with other people in a particular social context with particular way that can be socially accepted and respected at the same time brings benefit for a person as well as other people [2]. A social skill is a tool that enables people to communicate, learn, ask questions, ask for help, fulfill needs, interact with other people, be friend and create a close relationship with others, protect themselves, and interact with anyone that they meet [3]. A social skill is required to develop an effective social interaction in society.

Social skill development to create a successful relationship with others is one of the most important attainments for children [4], therefore, it has to be developed as early as possible. Social skill covers some abilities such as interpersonal ability, communication, decision-making, problem-solving, and participation [5][6][7]. Social skill has important correlation with psychosocial prosperity in a different cultural context [8][9][10]. Children who have good social adaptation towards various society will likely be

accepted and bring positive impacts on the psychosocial aspect.

Social skill is developed and realized in social interaction processes. Social skill is a skill that has to be learnt, so that an individual can interact as well as get positive and negative responses [11]. To get that positive response, children have to fulfill behavior demand that is considered good according to sociocultural values that apply. Strong social skill enables someone to adopt required social role to face conflict, to coordinate work, and otherwise to work cooperatively and integratedly with other people [12]. Someone who has social skill can solve problem easily using an appropriate way of communication [13]. However, problems in social skill can trigger pressure on psychology, social isolation, and low self-esteem and can give strong influence on life quality [14].

II. Sociocultural-Based Reflective Picture Storybook

A. Sociocultural Context in Social Skills Development

Learning is always related to individual and sociocultural aspects [9]. Human empowerment is a cultural process in which students use sociocultural aspects in their surroundings to develop their knowledge [15]. Learning that is initiated with something that is close to children environment will make it easier for them to reach great results [16]. Sociocultural-based learning activity creates content that is close to daily life. Sociocultural approach adoption in learning needs to pay attention to the applied context, about relationships that exist, social context and activities that are done, tolls as well as work results to decide and understand children's ideas [17]. Children's social skill development needs to be done in a way that is in accordance with children's developmental stages. Children, in general, like stories containing an interesting illustration, so that stories are potential as the media to teach students' social skill.

B. Sociocultural-Based Reflective Picture Storybook Media

Storybooks with pictures deliver messages through illustration and texts [18] where the pictures and books are related [19]. Texts and picture illustration support each other as an undivided unity. Pictures will make verbal writing concrete and enrich meanings of texts [20]. Self-reflection emerges within children as a consequence of a critical reaction towards things outside and see them from another point of view [21]. Reflection in this research is a process of comparing the characters that they possess to the characters in story media as reference.

Reflective picture storybook media are developed based on sociocultural aspects applied in society. Students' social skill develop through self-reflection process towards the presented story. Students' social skill generally according to Caldarella & Merrell [22] covers five main dimensions in social skill such as

peer relations, self-management, academic skills, compliance, and assertion.

III. Research Methodology

This research applied the survey method. It was conducted to find out elementary school students' social skill mastery and the role of sociocultural-based reflective picture storybooks in increasing grade IV elementary schools students' social skill in Kulon Progo Regency. The participants of the research were teachers of grade IV and 122 students (18 students of SDN Prembulan, 18 students of SDN Sambiroto, 24 students of SDN 3 Pengasih, 22 students of SDN Kalipenten, 48 students of SDN 4 Wates). The schools were chosen randomly to represent the subdistricts in Kulon Progo Regency. The data were collected through interviews, observations, surveys, and literature study.

IV. The Data Set

Results of the interview with grade IV elementary school teachers show that the students' social skill is not good yet, so it needs to be developed. According to the teachers' statements, the lack of students' social skill is identified from their behaviors, such as: (1) mocking other students, (2) selecting specific friends when they are having group works, (3) laughing other friends who make mistakes, (4) calling someone by inappropriate names, (5) unaware of learning process and the due of tasks, and (6) acting and speaking inappropriately to teachers.

In line with the interviews, observation results also show that students' social skills need to be developed. In peer relations dimension, some of the students tend to throw joke on their friends than giving an appraisal on what is done by their friends. Students mock each other and just choose and avoid specific friends in group activities. In self-control dimension, there are some students unable to manage emotion, such as easy to get angry due to mockery. Some students have less consciousness in obeying school rules. In the academic dimension, some students seem to neglect their teachers, bother their friends during learning, do not have the ability to manage their time in completing tasks. In assertion dimension, sometimes students reject the teachers' command by neglecting to help or do some tasks in front of the class.

This study used social skills' instruments adapted from Cartledge and Milburn's social skills dimensions consisting of 5 dimensions with 23 items. Modified Likert scale with 1-4 scores was used in the questionnaire. The results of each dimension are presented in Table 1.

TABLE I. STUDENTS' SOCIAL SKILL SCORE BY THE QUESTIONNAIRE

Dimensions	Number of items	Statement item number	Means of social skills score
Peer Relations	9	1-8	2.35
Self Management	4	9-13	2.29
Academic Skills	3	14-16	2.52
Compliance Skills	3	17-19	2.67
Assertion	4	20-23	2.66
Total Item	23	Means	2.50

The table shows that the results of the values of students' social skills mean score in each category from the lowest to the highest in sequence on the dimensions of self management (2.29), peer relations, (2.35), academic skills (2.52), assertion (2,66), and compliance skills (2.67) with an overall means of 2.50. By considering the total scores of each respondent, the scores can be grouped into categories as follows.

TABLE II. STUDENTS' SOCIAL SKILL SCORE

Criteria	Frequency	Percentage (%)	Category
>69	2	1.64	High
46 - 69	107	87.70	Moderate
<46	13	10.66	Low
Total	122	100	Moderate

In accordance with Table II, most of the respondents are in the Moderate category (87.70%). As many as 10.66% respondents belong to the Low category, and 1.64% respondents are in the Low category. These results indicate that the students' social skills still need to be developed.

To find out the students' needs for reflective picture storybooks, questionnaires are distributed to students. The questionnaire consists of five items, namely: 1) Do you like to read stories?; 2) Do you like to read a storybook that has pictures?; 3) Do you have a picture storybook at home?; 4) Would you prefer textbooks in the form of picture storybooks?; and 5) Do you think that textbooks in form of picture storybook is more interesting? The student's answers is shown in Figure. 1 below.
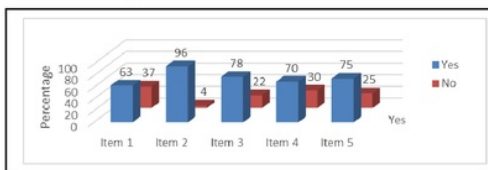

Fig. 1. Diagram of the students' answer result

The choice of picture storybooks as learning media to increase social skills is based on findings shown that the students are interested in picture storybooks. It can be seen from the results of needs analysis using questionnaires as the instrument. Most of the students state that they love to read stories, especially storybooks containing pictures. The students state that they prefer picture storybook with good illustrations.

The questions in the questionnaire are presented in the following diagram.

V. DISCUSSION

The low level of social skills has to be improved soon. The teachers contend that there is an urge of interesting learning media and learning media that can increase the students' social skills. Learning that applies the 2013 curriculum still focuses on students' and teachers' books, whereas other supporting books according to the teachers are still insufficient. Those teachers' and students' books are unable to optimally integrate social skills in learning. The students' and teachers' books are still unable to improve students' self-reflection. The contents of learning materials in the students' and teachers' books that are nationally ordered do no contain sociocultural uniqueness that has regional characters, especially Kulon Progo region. Sociocultural values have to be understood by the students to interact with their surrounding people effectively.

Social skills give impacts on many aspects of the students' life so that it is very important to develop. Good social skills mastery enables someone to deliver varied felling, to understand other people's emotional state, as well as to manage relationship problems by considering other people's perspectives [13][14]. The problems of social skills deficit found in grade V of elementary school students have to be seriously taken into account due to the importance of that social skill for children's development.

Society is the place where information changes and cultural values exist. In order to be able to be accepted by society everyone must follow society regulations. Therefore, social skill mastery cannot be separated from values applied in society.

Children with good social skills mastery can build good interpersonal relationships. Friends may have positive role in making children happy. The social skills need to be developed as early as possible because it has significant impacts on the children's lives in the future. It is line with what is stated by Pekdogan [23] that at the same time, social skill attainments during childhood help the students to become happier individuals later.

One of the efforts to increase social skills can be done through sociocultural-based reflective picture storybook. The use of media in learning process can make the learning process more meaningful and fun for the children [24]. Choice of picture storybook media to develop students' social skill is supported by Gonen et al. opinion that one of the most effective ways to teach social skills in the classroom is by using picture storybooks.

The utilization of story media to develop students' social skills become an appropriate choice. Thus, [25] teachers have been using picture storybooks to develop the students' social aspects. The media are proven to be able to develop students' social skills. Stories provide a different point of views about

various social skills through story characters that they can relate to. The pictures in stories help students understand the content of the story provided in texts. Through picture books, students' perceptions can be easily influenced although they do not see the concrete form [26]. Furthermore, it is explained [27] that stories containing only verbal elements have the tendency to be accepted by the children by focusing on the plot and end of the plot, whereas the things related to the characters such as feeling or motivation of the characters in doing something is less considered.

Picture stories become the appropriate learning media for elementary students because they are interesting. It is supported by the statement by Nicholas [28] that elementary school students are more interested in books with pictures compared to books that only contain texts. Considering intellectual development stages of the grade V students that are in concrete operational time, there is a possibility of a story to become children's literature books. Nurgiyantoro mentions [20] that narrative reading uses logical sequences from simple to complex, presents simple stories about problems, introduces characters, and depicts pictures in various interesting ways.

Sociocultural-based as learning media is expected to be able to increase social skills through students' self-reflection on characters presented in the stories. Characters of the stories can become models for the children in behaving, so they may learn from those characters. It is in line with the Pekdogan's statement [23] that stories can introduce the children to human relationships in society and help the children to understand socially accepted or unaccepted attitudes and behaviors. According to Mitchel [19], the role of sociocultural-based reflective picture storybook media is to help children to learn understand the world around them, to realize children's position in society and surroundings. Children learn many things about the world and the way to understand people, interact, and develop feeling through stories with family theme.

Stories help children to shift from fantasy to reality and compare daily life with what happens in stories. Through stories, children can discuss situations in stories with teachers, and learn how to act in the same situations [29]. Sociocultural-based reflective picture storybook media make sociocultural as media development basis. The socio-cultural approach refers to values that apply in society [30]. Every culture has identical values that should be followed by its society member. Every individual needs to understand the values to be able to do social roles and responsibilities in groups. Socio-culture according to Mustadi [31] regulates someone's act in groups, makes someone become aware of social status, and helps him/her to know what other people expect on him/her and what will happen it he/she does not fulfill their expectation. Socio-culture helps someone to know how far he/she can take a role as an individual and what his/her responsibilities towards group are.

Thus, sociocultural-based reflective picture storybook media may increase students' social skills.

Begining from social skills development by Fox & Lentini, the existence of media has a role in social skills acquisition. Characters that are presented in stories provide good behavior examples in line with particular sociocultural aspects. Both positive and negative attitudes are presented in the stories, so the students may learn by deciding which the best is.

VI. CONCLUSION

The result of the research shows that the students' social skills are not good enough and still need to be increased in the dimensions of peer relations, self management, academic skills, compliance skills and assertion. The values of students' social skills mean scores in each category from the lowest to the highest dimensions are self-management (2.29), peer relations (2.35), academic skills (2.52), assertion (2,66), and compliance skills (2.67) with an overall means of 2.50.

Most of respondents of this research are in Moderate social skills category with percentage 87.70%. As many as 10.66% of respondents are in Low category, and only 1.64% of them are in the High. Interesting learning media that improve students' social skills need to be developed. The results of needs analysis show that students are interested in picture storybooks, so sociocultural-based reflective picture storybooks may be one of the media that can develop the students' social skills. Therefore, further studies on the development of reflective picture storybook media as a media to increase the students' social skills need to be done.

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