

Developing a Picture Book on Growing Character of Caring Environment in Primary Schools

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Abstract – This paper developed a valid, practical and effective picture book to grow caring character of environment in elementary schools. This research was a development research that refers to the ADDIE model. The development instrument used was questionnaires, interviews, validation sheets, assessment sheets, and learning outcomes tests. This paper resulted 1) the quality of picture books to grow character of caring environment in elementary schools with very valid categories; very practical, and make students study thoroughly. It can be said that the picture story book is to grow character of caring environment effectively in elementary schools.

Keywords – Development, Picture Book, Character of Caring Environment.

I. INTRODUCTION

Indonesian society's concern for the environment is still low and this can be seen from the results of the Ministry of Environment's calculation 2013. The level of public concern for the environment is only 57%. Deputy Minister of Environment in the field of community empowerment, Ilyas Asaad, this figure indicates that people have not behaved caring about the environment in their daily lives. There is an understanding in the community about the environment but has not implemented it (KBR 68 H, 2013).

Furthermore, the Ministry of Environment and Forestry developed the Environmental Care Behavior Index as a measuring tool to determine human behavior in relation to the environment. In the foreword of the 2013 survey report, it is stated that the index of environmentally aware behavior still needs to be developed so that they receive input from various

parties. This index is considered important because the parameters of environmental behavior are very complex (KBR 68 H, 2013).

The environmental care behavior of the Indonesian people still needs to be developed, because it is still far from being expected. The low index of environmental care for Indonesians is driven by several indicators, 1) environmental issues involving energy, waste, and others; 2) factors of pollution or environmental damage; and 3) humans consider the environment separate from life. Furthermore, the environmental problem faced, especially in Palembang, is flooding. According to Ahmad Bastari, from the Public Irrigation Service of Bina Marga and Water Resources Management of Palembang City in 2015. When the surface of the Musi River rises due to high tides in the sea, plus water runoff from upstream due to high rain intensity, floods will

occur in Palembang, "Said Ahmad at the seminar" Water and Sustainable Development "in Palembang, Friday (20/3/2015). Meanwhile, human-induced flooding, according to Ahmad, is due to the community throwing garbage in the waterways and erecting buildings on the banks of the river (Ikhsan, 2015). Meanwhile, according to Barr and Low (2012) there are five aspects of environmentally responsible behavior: energy saving, water conservation, recycling and waste.

The government is very concerned about character education in schools (Fitria et al, 2019; Kristiawan, 2015; Sayer et al, 2018; Kristiawan et al, 2019; Lian et al, 2020) with a National Education and Culture Conference held from 5 to 8 February 2018 to discuss strategic issues of education and culture in Indonesia 1) availability, professionalism, protection, appreciation for teachers; 2) education and cultural financing by local governments; 3) national economic development and vocational education revitalization policies; 4) developing education and culture on the periphery; and 5) a model of the cultural environment to strengthen school character education (kompas.com 08/02/2018). The behavior that needs to be developed for the nation's young generation is caring for the environment. The problem of environmental damage is not a new problem, but is the same as the age of the earth. The occurrence of environmental damage is because the character of caring for the environment is not properly embedded, the environment has an inseparable relationship with education (Aziz, 2013).

Furthermore, Rohman (2009) states that education with the environment always lives in its habitat. The goals of education will be maximally achieved if the environment is conducive, and the right place to develop the character of environmental care for these students is school. According to Atmodiwiro (2000) school is a social interaction system of an entire organization consisting of personal interactions linked together in an organic relationship.

Schools must be able to provide learning experiences and positive motivation in students so that environmental sustainability remains sustainable. The Ministry of National Education (2010) stated that the planting of character education caring for the environment is carried out through the school curriculum and learning process. Republic of Indonesia Law No. 32 of 2009 concerning Environmental Protection and Management states how to instill a character of caring for the environment through the health of the school environment. Natural resource management must be good and wise because humans are part of the scope of the

environmental system, so that activities are determined by the surrounding environment.

Previous research related to character education 1) Wigianto (2015) with the results the responsibility character education book has been tried out on grade 2 elementary school students and students are able to understand character education material well; 2) Nugroho (2016) found that story books can be used by teachers to instill character values in children; 3) Wulandari (2017) found storybook research is worthy of being used as a reference in building students' awareness of the cleanliness of the surrounding environment.

Starting from the research above, it is clear that picture story books are an interesting learning medium and are able to instill character education and motivation in students because picture story books can arouse students' imagination, creativity and emotions. Basic character education must be applied from childhood or what psychologists call the golden age, because at this age it determines the ability of children to develop their potential. Sugeng (2011) states that 50% of the variability of adult intelligence has occurred when he is 4 years old. An increase of 30% occurred at the age of 8 years, and the remaining 20% in the middle or end of the second decade. Furthermore, at an early age students are stimulated by their minds and hearts with good examples and avoiding bad behavior.

Elementary school is a basic education institution whose students are six to thirteen years old and have the characteristics of 1) curiosity; 2) happy to play; 3) explore; 4) driven to achieve; 5) effective learning; 6) observing; and 7) taking the initiative. Character education is very important for children in elementary schools, one of which is the character of caring for the environment, caring for the environment, actions or attitudes that try to prevent damage to the surrounding natural environment and can develop efforts to repair natural damage (Ministry of National Education, 2011).

From the results of observations on October 1, 2018 at SD Negeri 179 class 1 which is addressed at Jalan Pasundan, Kalidoni Village, Kalidoni District, Palembang city, it shows that teachers use the lecture method, question and answer, demonstration with makeshift learning media, departing from the methods and media presented by the teacher, we think that delivering material using picture book learning media is very appropriate to grow a caring character of environment.

In substance, the picture book that we developed is still focused on the age development of students with the content of character education caring for the environment. According to Bunata (2010) picture story books are a medium for

conveying messages and are also effective for growing a caring character of environment.

Law of the Republic of Indonesia number 20 of 2003 article 1 education is a conscious and planned effort to develop the basic potential to have religious strength, self-control, personality, intelligence, noble character and useful skills for himself, society, the nation and the state. Education also includes knowledge, skills be passed on to the next generation (Kurniawan, 2013). Education also prepares individuals to process from birth to death (Budiyanto, 2013).

According to Adisusilo (2013) character is a stamp that is inherent in a person. According to Wibowo (2013) character education is growing and developing noble character. Character Education can be interpreted as a serious effort to be developed through exemplary with maximum effort (Samani and Hariyanto, 2013). Character education develops through ways of thinking and behaving as individual characteristics to live in a community environment, how a person acts, says and responds to something. Character education serves to develop the basic potential for improving human civilization in the world.

Kurniawan (2013) argues that character education describes the curriculum in developing the fundamental values of students broadly. Furthermore, in developing and instilling character education, students can apply it in everyday life (Wibowo, 2013).

According to the Josephson Institute of Ethics In 1993, the Josephson Institute of Ethics developed a character education approach called Character Counts. Character Counts issues six types of characters based on The Six Pillars of Character (Josephson, 2013). This approach bases the program and teaching materials on six ethical values that are not based on politics, religion, or culture. The six types of characters based on The Six Pillars of Character are trust, respect, responsibility, justice, care, and nationalism.

In this study, the character value implanted is the character of caring for the environment. He explained that the character of environmental care is developed as an effort to instill habituation that is tailored to the level of education. The role as an educator is to arouse students' interest in being able to love their environment and introduce students to the school environment, habituation of mutual cooperation,

forming classroom pickets, watering plants, planting flowers, and caring for the environment are one of the efforts to overcome environmental problems.

Development according to the Law of the Republic of Indonesia Number 18 of 2002 is a science and technology activity aimed at utilizing proven scientific principles and theories to improve functions and take advantage of existing scientific applications or produce new technologies. Krisnawan (2017) states that a picture story book is a book that is made by combining stories, pictures and simple language and is packed with an attractive cover page.

II. METHODS

This research is a research and development method. Research and development is a research method used to produce products and test the effectiveness of the product (Sugiyono, 2009). The development of the picture book in this study refers to the ADDIE model. The development instrument used questionnaires, interviews, validation sheets, assessment sheets, and learning outcomes tests

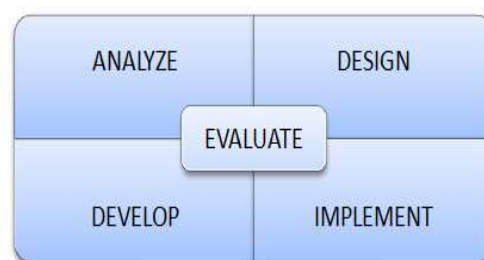


Figure 1. ADDIE Model (Pribadi, 2015)

Data analysis was carried out after data from all respondents were collected. Activities carried out at this stage include (1) grouping data based on variables and types of respondents, (2) tabulating data based on variables from all respondents, (3) presenting data according to the variables studied, (4) performing calculations in order to answer the problem formulation, and (5) perform calculations in order to test the research hypothesis (Sugiyono, 2013).

III. RESULTS AND DISCUSSION

The results of the development of the pictorial story book of this study used the results of prototype III with products including the following:



The prototype III assessment shows that the story book is in the very valid category and is feasible to be tested in grade I elementary school with an average score of 3.91. The results of the 5 teachers' assessment of the picture book obtained an average of 3.95 which is included in the very practical category. The results of the student tests show that 92% of the students have finished learning. That is, a picture book made effective to be given to grade I elementary school students.

This study is in line with the research of Yulianti et al. (2014) which shows that the results of the feasibility test show good criteria, meaning that it is very suitable to be used as a teaching material that is easily understood by teachers. Ariyani and Wangid (2016) concluded that the teaching materials developed were feasible and effective for use in learning. The feasibility of teaching materials is indicated by a good score from material expert with a score 50. It is very good assessment by media experts with a score 47 and a good rating by a teacher with a score 75. Saputra and Faizah (2017) concluded that environmental education teaching materials are suitable for use as teaching in grade IV elementary school. After environmental education teaching materials are declared appropriate as teaching materials for fourth grade elementary school students, environmental education teaching materials can be marketed and become teaching materials that foster students' environmental care character.

The results also show that this storybook is based on an analysis of the teacher's needs that the character needs to be instilled in children is character of caring environment. The story of this book is the result of our writing, imaginative, interesting, and has moral values in it. This is in line with the opinion of Anggara, Waluyanto, & Zacky (2014) that a story book is good if it provides learning moral values related to daily activities and provides clear moral messages to children. Thus, the storybook developed by the researcher contains values in character education of caring environment.

The story book created by us is entitled "Star of the Environment". Judging from the title, this story book has been made in a simple and interesting way with the characters Nisa and Ridwad. This is in line with the opinion of Rothein and Meinbach (1991) that illustrated story books that are

made contain picture illustrations that clarify the setting of the story, illustrations can help children identify characters in the story, and illustrations are able to clarify the series of stories.

The physical form of the story book contains 22 pages and is suitable for children aged 4-8 years, using 1,000 to 1,500 words with a simple plot that can touch the emotions and mindsets of children at that age. This agrees with Ramdhani (2012) that illustrations in story books play an equally large role as text in storytelling.

Based on the research results, it can be concluded that storybook products have good quality so that they can be used by teachers and parents of students in growing character values in children, especially characters of caring environment. There are advantages and disadvantages of the results of the products made. The strengths are (1) the storybook has presented character education material that cares about the environment and is in accordance with the Curriculum 2013 material for grade I students; (2) the story book is made using language that is easy to understand by grade I students; (3) the resulting story book is designed and drawn by itself based on an analysis of the needs of teachers and students with a combination of color illustrations, pictures, and interesting storylines. The shortcomings of this story book include (1) The story books are made only for environmental care characters; (2) the storyline made in this story book is our own idea so that there are still some deficiencies, especially in spelling and language.

IV. CONCLUSION

The result of the validator's assessment of the quality of picture book to grow character education of caring environment in elementary schools is 3.91 with a very valid category. Based on the results of the teacher's assessment of prototype III, it was obtained an average score of 3.95, so prototype III could be declared very practical. The test results on students after reading the picture story books obtained 92% of the students had finished learning. It can be said that the picture book to grow character education of caring environment in elementary schools is effective.

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