



## Development of Picture Storybooks to Improve Students' Independent Character in Pancasila Education Learning

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### ABSTRACT

The objectives of this study are: (1) describe the contents of picture story book products; (2) explain the using of picture story book media; (3) analyze the teacher and student responses of picture story book as a media for learning; (4) clarify the effectiveness of picture story book media. This research was conducted on May - August 2023 of 27 students in SDIT As-Sabiqun of grade 1. The research on this study is used the Research and Development (R&D) method, which include the ADDIE development model in 5 steps. From the results of the feasibility test conducted by three validators, such as media expert, linguistic expert, and media materials expert, picture storybooks obtained an average percentage of 90% With a very decent category. The results of the teacher's response obtained an average percentage of 87%, meanwhile the results of student response in questionnaires for individual trials gained a percentage of 97.2%, besides small group tests obtained a percentage of 94.3%, and large group tests obtained a percentage of 95.3%. The results before and after treatment calculated using N-gain increased by 0.5 and reached medium category. So the conclusion is the development of picture storybook as media of learning are feasible, practical, and effective to improving the students' independent character for grade 1 in primary school.

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## INTRODUCTION

As we know education plays an important role in people's lives, and every Indonesian deserves a good and quality education. For the world to develop and develop, every human being needs to have an education. Education is a conscious effort to develop one's potential in the learning process to be more active and creative. This is in line with Law No. 20 of 2003 concerning the Education System in Alpiyan (2019), that: "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious

spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state".

According to Pristiwanti et al., (2022), education is knowledge learning that occurs throughout life in all places and situations that have a positive influence on the growth of each being. With this, education can be obtained anywhere and anytime without any time limit. Education can grow and develop the potential in a person to have a high moral personality. Education can transform the nation's generation into a generation that is creative, innovative and thinks critically.

Improvements in education can change the character of the nation, this was reinforced by the Minister of Education and Culture Nadiem Anwar Makarim quoted in Kahfi (2022), that the Pancasila Student Profile is one of the Visions and Missions of the Ministry of Education and Culture as stated in Permendikbud Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024. The Pancasila Student Profile itself is a manifestation of Indonesian students as lifelong students who have global competence and behave according to Pancasila values, with six main characteristics, namely faith and fear of True Source, noble character, global diversity, cooperation, independence, critical reasoning, and creativity.

The Pancasila student profile is a process of character with Pancasila values in orienting culture and good self-development. The Pancasila student profile can help individuals provide opportunities to cultivate the process of character by placing their qualities in the surrounding environment. This is in line with Karno's statement from the book written by Forester in Maryono et al., (2018) that education aims to form a character that manifests in the essential unity of the subject with his behavior and life attitude.

Learning Pancasila education not only provides an understanding of the values contained in Pancasila but also develops character in students, such as independent character. Students who have independent character can think critically, respect parents, teachers, and others have sympathy, make good decisions, and take responsibility for what they do. Not only that, the character of children can educate and grow emotionally in students. With this, teachers can guide and direct children in a better direction, and remind children to be independent in the responsibilities that have been given to them. Students need to implement the objectives of Pancasila education so that they are not easily influenced by various things that deviate from the moral line they must have.

Learning so as not to feel monotonous and boring for students. With that, which makes learning cannot be absorbed properly and cannot be applied by students in everyday life, because in teacher-centered learning, students only listen to the teacher's explanation, thereby causing the learning objectives to be achieved less than optimal. Pancasila education learning has the aim of creating a generation of people who are

educated and have high morals, but it is very difficult to carry out because learning is not comfortable and cannot attract students to have a high interest in learning.

Teachers can innovate in creating an interesting learning atmosphere to build students' personalities that are independent, confident, and responsible for learning. Learning innovations that teachers can do start with teaching materials, methods, and other learning media. Learning media are graphic, photographic, and electronic tools that can capture, process, and rearrange information both visual and verbal. Learning media is everything that is used to convey messages, and stimulate students' thoughts, attention, and willingness so that they can encourage students' interest in learning (Hasan et al., 2021).

One of the innovations that can be developed by teachers is to develop still visual learning media, such as using picture storybooks. With that, picture storybooks are the choice of researchers to be developed as a learning medium that bridges teachers and students to achieve maximum learning goals, especially in Pancasila education learning. This is in line with Nurgiyantoro's opinion in Krissandi, (2017, p. 20), that picture story books are books that display picture illustrations and story texts which are both related. Picture books are one of the visual media that are easily accessible to children to be able to explore experiences and understand the values contained in society and society (Ratnasari & Zubaidah, 2017). By developing picture storybooks, it is hoped that it can attract students' learning interest in Pancasila education.

This is reinforced by the development of previous research by Sari & Wardani (2021), entitled "Development of Digital Picture Storybooks to Improve the Character of Student Responsibility in Elementary Schools" with the validation test carried out by the research received satisfactory results and has met the requirements and is suitable for use. It can be seen from the results obtained that character education obtained a good percentage with an average of 93.7% (very high) and in the language aspect obtained a percentage of 91% (very high).

Based on this needs analysis, researchers conducted interviews and observations at SDIT As-sabiquun on May 18, 2023. From the results of the analysis conducted that students feel the learning delivered by the teacher is boring and monotonous due to the lack of innovation in the use of learning media, and there are 30% of the number of students do not have an independent character, and 20% of the number of students get learning outcomes under KKM. In this case, researchers see the importance of utilizing picture book learning media with the intention that students are more active, creative, and have independent characters in the learning process. Based on this background, the researcher sees the importance of reviewing through development research with the title "Development of Picture Story Books to Improve the Independent Character of Students in Learning Pancasila Education Grade 1 Elementary School".

## RESEARCH METHOD

The type of research that will be used in this research is using the research development method or Research and Development (R & D). This research was conducted using ADDIE research design which consists of five phases including analysis, design, development, implementation, and evaluation.

The subjects in this study involved 27 grade 1 students at SDIT As-Sabiquun, grade 1 teachers, media experts, linguists, and linguists. This research was conducted in grade 1 SDIT As-sabiquun Kp. Tonjong RT.07 RW.04 Sukaragam village, Serang Baru district, Bekasi regency. The time for this research starts from May to August 2023.

The data collection techniques are observation, interviews, questionnaires, and documentation. Data analysis techniques are carried out qualitatively and quantitatively. Qualitative data analysis techniques are based on assessments from media experts, linguists, material experts, and teachers. Meanwhile, quantitative data analysis was obtained from filling out assessment sheets by experts, teacher responses, student responses, independent attitude questionnaires, and questionnaires before and after treatment. Data analysis is carried out in 3 steps, namely: validation test data analysis, practicality analysis, and effectiveness analysis.

## RESULTS AND DISCUSSION

### Picture Storybook Development Model

This development research uses ADDIE research design which consists of the following 5 steps:

The Analysis stage can be used as a guide to compiling a picture storybook. Here are some analyses that can be done in this development research, namely:

*First*, analyze the needs. The development of picture book media is carried out based on an analysis of the needs of teachers and students in schools. Researchers conducted a needs analysis by interviewing a grade 1A teacher, Mrs. Siti Rahayu, S.Pd. at SDIT As-sabiquun. The purpose of this needs analysis is to find out the sources of causes and problems that occur during the learning process of Pancasila education, especially in the material I love the surrounding environment.

As a result of interviews with grade 1A teachers at SDIT As-sabiquun, researchers found that during the learning process of Pancasila education teachers only used textbooks and there was no supporting learning media. This makes students feel that learning becomes boring and monotonous. In addition, students pay less attention to the teacher's explanation during the learning process, which causes students to be unable to achieve maximum learning goals.

*Second*, analyze the learning curriculum. The purpose of this curriculum analysis is to determine learning outcomes. At this stage, researchers determine the number of learning outcomes to be developed in the designed media. In this case, the competence

or material determined is that I love the surrounding environment. The curriculum used at SDIT As-sabiquun is the Independent Curriculum. The books and teaching materials used are in the form of Pancasila education lesson package books by Mita Hidayanti, which were published in the first printing in November 2022. Therefore, researchers can make an overview of the development of learning media by the curriculum used, namely the Merdeka curriculum.

*Third*, conduct field studies. This field study was conducted to identify the characteristics of grade 1A students of SDIT As-sabiquun and analyze media needs in the material I love the surrounding environment. To carry out this activity, researchers interviewed grade 1A teachers to see the learning process applied to the subject of Pancasila Education, especially the material "I Love the Surrounding Environment". In addition, researchers conducted an analysis of CP and TP in the subject of Pancasila Education, to make it easier for researchers to develop learning media that are by the CP and TP of the material. Learning Outcomes (CP) for the subject of Pancasila Education grade 1 Unit IV Elements of the Republic of Indonesia, namely students can recognize physical characteristics in the home and school environment, as an integral part of the Republic of Indonesia, and students can mention examples of attitudes and behaviors to protect the surrounding environment and apply them both at home and school. The Learning Objectives (TP) in the subject of Pancasila Education grade 1 Unit IV Elements of the Republic of Indonesia, namely students can mention and apply examples of actions related to protecting the environment at home and can show an attitude of cooperation in protecting the environment around the house.

Thus, the main purpose of designing this learning media according to CP and TP of Pancasila education is to form students not only able to identify and understand the variety of the surrounding environment, but also be able to show and apply attitudes or behaviors in maintaining the environment both at home and at school that make students have honest, responsible, and caring individuals for the environment and the surrounding community, because it is an inseparable part of the Republic of Indonesia.

The results showed that Pancasila education textbooks, especially the material "I Love the Surrounding Environment", which already refers to the Independent Curriculum, lack the use of media that makes students unable to achieve learning goals effectively. So researchers designed media according to learning needs in schools in supporting Pancasila education subjects. So far, SDIT As-sabiquun does not have enough learning media to support the learning process, especially the subject of Pancasila Education. Researchers propose to develop picture storybooks that can be utilized by students, teachers, and schools. The school fully agrees with the development of this media.

*Fourth*, analyze the characteristics of students. The analysis of student characteristics is carried out through observation during the learning process of

Pancasila education. It was found that grade 1A students have a low level of independent character towards learning Pancasila education, because there is a lack of habituation or examples that students can follow in daily activities, so they do not understand their responsibilities. This can be seen in students who are still dependent on others when doing assignments, do not pay attention to teachers, and cannot control themselves well, some students who lack confidence when doing assignments, do not have responsibility for their tasks both at school and at home.

This is in line with Piaget's opinion in Marlioni (2016, p. 62), that the developmental stage of children aged 7-11 years they have begun to understand things systematically, can already be motivated, and can play in groups with rules and work together. Meanwhile, according to Arnianti (2019), there are several language developments related to cognitive development, one of which is that children will act without speaking. Therefore, children aged 7-11 years can be motivated by concrete actions or by the form of images such as picture story books, concept books, toy books, and folklore with the aim that children can be motivated to be responsible for their tasks, without asking for help from others.

The Design stage aims to facilitate researchers in designing and developing picture storybooks to improve students' independent character in learning Pancasila education grade 1 elementary school. The design of picture storybook development for grade 1 elementary school students is as follows:

*First*, determine the story idea in the picture story. Researchers looked for reference sources and examples of picture storybooks to improve independent characters that match the characteristics of grade 1 elementary school students. Researchers create fiction genre stories with the theme of environmental love which are sourced from the learning achievements of the material "I Love the Surrounding Environment" in the independent curriculum.

*Second*, create a narrative. Researchers designed this picture story to assist students in understanding the characteristics of the environment around the residence and instilling independent characters. This illustrated story combines the plot of independent characters with images of the surrounding environment, this book uses a back-and-forth plot.

*Third*, the initial draft. The form of picture storybook products is used to improve independent characters developed as a medium for learning Pancasila education using paper size (21 x 20 cm), with a cover made of art carton thickness of 260gsm and a content page made of art paper thickness of 120gsm, Dacherry, and Home School font writing types in the title of the story and using Hey Comic and Made Tommy on the inside or content of the story. The preparation of picture storybooks starts from the front cover design, the content design of the picture storybook, to the back cover design using the Ibis Paint X graphic design application.

Fourth, the display design of picture storybooks. Picture storybook design consists of illustrative images that combine story text in children's independent characters. Here's what the picture storybook design looks like:



Figure 1.  
Book Front Cover Design



Figure 3.  
Drafting Sheet

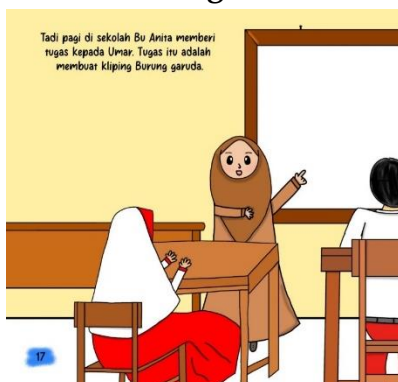


Figure 5.  
Content in the Storybook



Figure 2.  
Preface

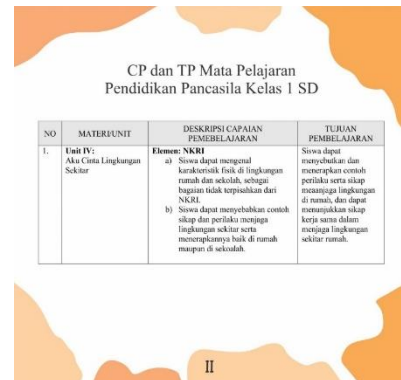


Figure 4.  
Content in the Storybook



Figure 6.  
Knowledge in Storybooks



Figure 7.  
Riddles in a Storybook

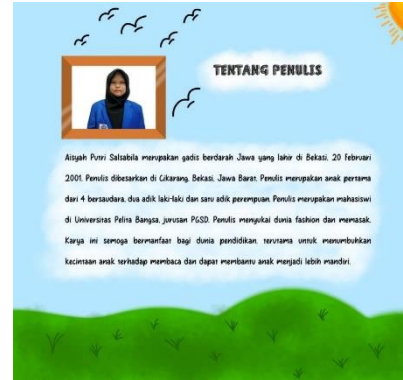


Figure 8.  
Storybook Author Bio



Figure 9.  
Back Cover of the Book

The Development phase aims *to* design and develop picture book designs to make it easier for students to learn. This development stage includes front and back covers, forewords, CP and TP, design of the content of the story text along with the illustrator, and author biodata. At this stage, the product will be validated by expert validators. After the expert validator assesses the results of the product, the researcher will revise the product by following the advice of the expert validator. The stages of development can be explained as follows:

*First*, is self-validation. In the self-validation stage, researchers test their products to ascertain whether the picture book design is appropriate or not before being assessed by expert validators.

*Second*, is the validation stage by validators. This process is carried out by media experts, linguists, and material experts. The three validators validated the image storybook medium in improving better independent characters. The results of expert validation are in the form of scores on aspects of statement items obtained with quantitative data. The data is then analyzed and the suggestions given become material



for product revision. The results of the assessment of picture storybook media are as follows:

Media expert validation. Product feasibility assessment to media expert validators conducted by Mr. Muhamad Sudharsono, S.Pd. on August 24, 2023. From the results of the media expert validation table, the total score of the validation results is 92 out of the maximum total score is 100. The results of the product validation developed provide a percentage of 92% which is proven in the validity table that picture book media is included in the "very valid" category. Nevertheless, media experts provide advice to researchers regarding the use of font types.

Qualitative data in the form of advice from media experts on picture storybook products through open statements. The advice given by media experts is, "the type of font used is less attractive and adjusts to the developmental characteristics of grade 1 students". Before being tested on students as users of development products, media expert advice data was used as a reference for improving picture storybook products.

Linguist validation. Product feasibility assessment to linguist validators conducted by Mr. Adang Rismanto, S.Pd. the principal at SDN Muktijaya 02 and SDN Cijengkol 02 on August 24, 2023. From the results of the linguist validation table, the total score of the validation results is 56 out of the maximum total score is 65. The results of the product validation developed provide a percentage of 86% which is proven in the validity table that picture book media is included in the "very valid" category. Nevertheless, linguists advise researchers regarding the use of font types.

Qualitative data in the form of advice from linguists about picture storybook products through open statements. The advice given by linguists is, "the use of *fonts* should be formal and adjust to the letters learned by grade 1 students (especially on the letter "a")". Before being tested on students as users of development products, linguists' suggestion data was used as a reference for improvements to picture storybook products.

Expert validation of the material. Product feasibility assessment to material expert validators conducted by Mr. Misbah, S.Pd., M.Pd. a PGSD lecturer at Universitas Pelita Bangsa on August 25, 2023. From the results of the material expert validation table the total score of the validation results is 70 out of the maximum total score is 75. The results of the product validation developed provide a percentage of 93% which is proven in the validity table that picture book media is included in the "very valid" category. Nevertheless, material experts provide advice to researchers regarding the use of font sizes.

Qualitative data in the form of advice from material experts about picture storybook products through open statements. The advice given by material experts is, to "include CP and TP in picture storybooks and increase the font size used". Before

being tested on students as users of development products, material expert advice data is used as a reference for improving picture storybook products.

*Third*, design revisions. At the design revision stage, researchers improved the picture storybook media product based on suggestions and criticisms from three validators. The suggestions given for improvement materials are as follows:

Revision of media experts. Advice from media expert validators, namely the type of font used is less attractive and by the developmental characteristics of grade 1 elementary school students. Based on suggestions and input from media experts regarding picture storybook products through open statements. The advice given by media experts is, "the type of font used is less attractive and adjusts to the developmental characteristics of grade 1 students". After the author revises the picture storybook product, the author changes the font or type of writing in the picture storybook with the Hey Comic font type.

Revision of Linguists. The advice of linguist validators, namely the use of font types should be formal and adjust to the letters learned by grade 1 students (especially on the letter "a". Based on suggestions and input from linguists regarding picture storybook products through open statements. The advice given by linguists is, "the use of fonts should be formal and adapt to the letters that grade 1 students learn (especially on the letter "a")". After the author made revisions to the picture book product, the author changed the font or type of writing suggested by linguists, namely the Hey Comic font type.

Expert revision of the material. Suggestions from material expert validators, namely adding Learning Outcomes (CP) and Learning Objectives (TP) as well as writing preparation data in picture storybooks and increasing the font size used. Based on suggestions and input from material experts regarding picture storybook products through open statements. The advice given by the material expert is, to "include CP and TP in picture storybooks and increase the font size used". After the author revised the picture storybook product, the author changed the font size which was originally size 43 then to size 47 and the author added a learning achievement sheet and learning objectives on the picture storybook page.

Implementation stage, trials are carried out in class 1A to determine the feasibility of picture storybooks studied from the aspects of practicality and effectiveness. Researchers conducted practicality tests through teacher and student response questionnaires, while in effectiveness tests researchers assessed the results of attitude questionnaires.

The student data collection process is carried out at SDIT As-sabiquun. On May 17, 2023, researchers interviewed class 1A homeroom teachers to see the process of learning Pancasila education and students' independent attitudes. Furthermore, researchers took concrete steps by implementing a learning system designed by

teachers using picture storybooks that can be applied to the learning process in grade 1 elementary schools with a total of 27 students.

On August 21, 2023, researchers assessed teacher and student responses to picture storybooks through a small group test and a large group test. On August 18, 2023, researchers conducted teaching using picture storybooks. Next, researchers conduct documentation with teachers and students. The learning stages are carried out by designing the implementation of learning (RPP) in two meetings with the aim that learning activities run well and effectively, and students better understand the learning material. The results of the assessment of teacher and student responses to picture story books, namely:

*First*, the teacher's response. This process was carried out by Mrs. Siti Rahayu, S.Pd. as a homeroom teacher for grade 1 SDIT As-sabiquun. Teachers assess picture book media in improving students' independent character better. Based on the results of the teacher assessment that has been carried out, it can be known that the total assessment score is 57 out of the total maximum score is 65. The results of the product assessment developed provide a percentage of 87% which is proven in the practicality table that picture book products are included in the category of "very practical" to be used as a medium for learning Pancasila education in improving students' independent character. It can be seen that students understand the message conveyed through narrative text, images, and storylines presented in picture storybooks.

*Second*, individual trials. In an individual trial, researchers involved 5 grade 1 students of SDIT As-sabiquun to collect preliminary data on the design of picture storybook products that had been developed through student interest response questionnaires. Based on the results of the recapitulation of students' responses to picture storybooks in individual tests, an average percentage of scores of 97.2% was obtained which was proven in the practicality table that picture storybook products were included in the "very practical" criteria. This can be seen from the changes in the independent character of students in the learning process of Pancasila education because students can find the values of Pancasila taught in stories and students can understand the messages conveyed through characters, language, and plot presented in picture story books. This shows that students strongly agree and are interested in the use of picture storybooks in learning Pancasila education. Student response questionnaires by giving "very practical" scores are a means for researchers to continue testing products in small group tests.

*Third*, test small groups. In a small group trial, researchers involved 12 grade 1 students of SDIT As-sabiquun to evaluate picture book products that had been developed through student interest response questionnaires. From the results of the recapitulation of students' responses to picture storybooks in small group tests, an average percentage of scores of 94.3% was obtained which was proven in the

practicality table that picture storybook products were included in the "very practical" criteria. It can be seen that students really like the appearance of picture storybooks with environmental themes, and students can understand the content of the story because of the sentences that are not long-winded. This shows that students strongly agree and are interested in the use of picture storybooks in learning Pancasila education. Student response questionnaires by giving "very practical" scores are a means for researchers to continue testing products in large group tests.

*Fourth*, test large groups. In a large group trial, researchers involved 27 grade 1 students of SDIT As-sabiquun to evaluate picture book products that had been developed through student interest response questionnaires. From the results of the recapitulation of students' responses to picture storybooks in large group tests, an average percentage of scores of 95.3% was obtained which was proven in the practicality table that picture storybook products were included in the "very practical" criteria. This can be seen from the change in the independent character of students in the learning process of Pancasila education, because students can find the values of Pancasila taught in stories, and students can understand the characters of pictures and like the stories written in picture books clearly and not too small. This shows that students strongly agree and are interested in the use of picture storybooks in learning Pancasila education. Student response questionnaires by giving a score of "very practical" are a means for researchers to continue testing products in effectiveness tests.

Evaluation stage to find answers to research problem formulations. The evaluation phase of the ADDIE model includes collecting data and information to evaluate whether the learning objectives of Pancasila Education material I Love the Environment can be achieved, whether the picture storybook media developed is effective in improving students' independent character, and whether there are advantages and disadvantages of the design and utilization of picture story book media products. Therefore, the next stage is product evaluation. To reach this stage, picture storybook media products were designed and developed in grade I SDIT As-sabiquun, consisting of 27 students. The following results show the data that researchers collected both before and after the use of picture storybook media.

To determine the level of effectiveness of picture storybook products, it is necessary to conduct a questionnaire assessment before and after the treatment carried out by grade 1 students of SDIT As-sabiquun. The result of the average recapitulation value before and after treatment is calculated to find the N-Gain value. The N-Gain value analysis aims to determine the results of increasing the independent character of grade 1 students of SDIT As-sabiquun.

$$g = \frac{S_{post} - S_{pre}}{S_{maks} - S_{pre}}$$
$$g = \frac{85 - 64}{100 - 64}$$
$$g = \frac{21}{36}$$
$$g = 0,5$$

The average results before and after the treatment of grade 1A students of SDIT As-sabiquun on the student-independent attitude test with N-Gain value analysis showed a score of 0.5. Based on the results before and after the treatment of the application of picture storybooks in the habituation of independent characters referring to Table 3.13, the N-Gain criterion showed a score of 0.5 with the category "moderate improvement".

## Discussion

### Picture Storybook Development Process

According to Kurniawati & Koeswanti (2020), development research is the process of developing new products or developing existing and accountable products (Kurnia, 2023). Data from observations and interviews were obtained based on needs analysis. The results of these observations and interviews show that the available learning resources or media are not sufficient to cause students to have difficulty understanding the material. In Pancasila education learning, textbooks are used as a source of learning. Because there are not many media used in learning, it makes learning Pancasila education difficult.

Based on data obtained through observations and interviews, researchers developed picture book media to improve independent characters. Picture storybook media is designed with several illustrated characters, characters followed by narrative stories that are by the characteristics of grade 1 elementary school students. In addition, this learning media is used in full color with bright colors that can attract students to learn more about picture book media.

The validation results of the development of picture storybooks have gone through the stages of refinement carried out by three experts, including media experts, linguists, and material experts. Media expert validation is assessed based on three aspects, namely overall appearance, content suitability, and media use. The validation results of media experts get a total score of 92 with a percentage of 92% which shows that picture book media meets the criteria of "very valid".

Linguist validation assessment is based on three aspects, namely typography, language, and communication. The validation results of linguists get a total score of 56 with a percentage of 86% which shows that picture book media meets the criteria of "very valid". Meanwhile, material expert validation is assessed based on three aspects, namely curriculum, story content, and presentation. The material expert validation

results obtained a total score of 70 with a percentage of 93% which shows that picture book media meets the criteria of "very valid".

Based on the results of the recapitulation of the validator assessment above, it can be concluded that picture book media obtained an average score of 90% with the criterion "very valid". This shows that picture storybook media is very valid to be used in learning Pancasila education, especially in the material I love the surrounding environment.

Based on the results of the recapitulation of the validator assessment above, it can be concluded that picture book media obtained an average score of 90% with the criterion "very valid". This shows that picture story book media is very valid to be used in learning Pancasila education, especially in the material I love the surrounding environment.

### **Teacher and Student Responses**

The grade 1 teacher of SDIT As-sabiquun assessed the teacher's response questionnaire based on three aspects, namely material presentation, media presentation, and language. The results of the assessment of the teacher response questionnaire to picture story books received a total score of 57 with a percentage of 87% which showed that picture story books met the criteria of "very practical" for use in Pancasila education learning.

In the individual trial, the assessment was randomly selected involving 5 grade 1 students of SDIT As-sabiquun to evaluate the picture book media. The results of the recapitulation data of student responses in individual tests of interest in picture book media obtained an average score of 97.2% which met the criteria of "very practical".

In a small group trial, the assessment was randomly selected involving 12 grade 1 students of SDIT As-sabiquun to evaluate picture book media. The results of the recapitulation data of students' responses in the small group test of interest in picture book media obtained an average score of 94.3% which met the criteria of "very practical".

Meanwhile, the results of the recapitulation of the assessment in a large group trial of interest in picture book media involving 27 grade 1 students of SDIT As-sabiquun obtained an average score of 95.3% with the criteria of "very good and practical". This shows that picture book media is very practical to use in learning Pancasila education, especially in the material I love the surrounding environment.

### **Effectiveness of Picture Storybook Media**

Based on the test results before and after treatment involving 27 grade 1 students of SDIT As-sabiquun showed that the results obtained with an average score before treatment of 64 and an average score after treatment of 85. Then the average score before and after the treatment was processed to get the N-Gain score value by obtaining

a result of 0.5 which showed that there was a significant increase in the value before and after using picture storybook media.

Meanwhile, in individual, small group, and large group trials that have been carried out, there is no criticism or suggestion of picture book media. And the test results before and after the treatment showed that the use of picture storybook media obtained the criterion of "moderate improvement". Therefore, the products developed in this study do not require revisions to the media of picture storybooks. Because it has been declared valid and effectively used as a supporting tool for learning Pancasila education to improve the independent character of grade 1 students.

### Improvement of Students' Independent Character

According to (Curran et al., 2019) in (Fitriyani & Mukhlis, 2021) That self-learning is the process of self-learning without the help of others with the help of digital as well as mobile technology, several technological applications are developed to support the idea of self-learning. The following is a diagram of the difference in independent character scores before and after treatment, namely:

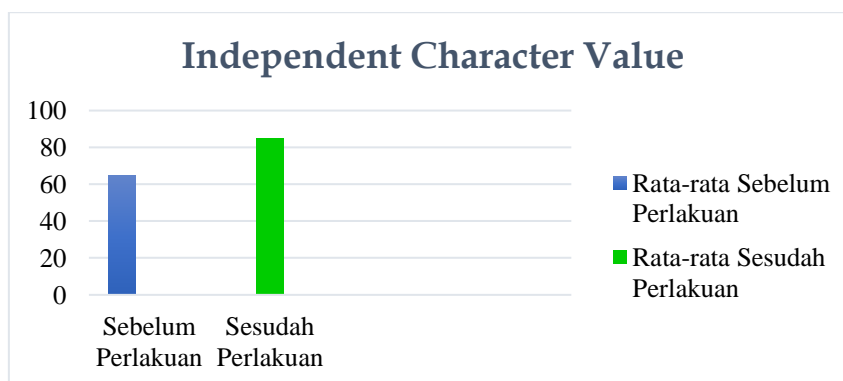


Figure 10.

### Comparison of Scores Before and After Treatment

Based on the bar chart, it can be seen that the blue part of the bar is the average result before the treatment gets a score of 65, while the green part is the average result after the treatment gets a score of 85. From the diagram, it can be seen that the increase in students' independent character scores in the grades before and after treatment is quite high. The difference in score improvement between before and after treatment was +20.

So based on calculations with N-Gain criteria, it shows that 0.5 in the N-Gain table is an increase in the independent character of students with "medium" criteria both before and after using picture storybook media in grade 1 students of SDIT As-sabiqun.

## CONCLUSION

Based on the analysis of the development process consisting of the preparation of picture storybook media products, the conclusions are:

1. The process of developing a picture storybook consists of 5 stages that refer to the ADDIE development model. The developed picture book media obtained a percentage of 92% from media expert validators. The assessment of the linguist validators obtained a percentage of 86%. Meanwhile, the value obtained from material expert validators obtained a percentage of 93%. The assessment results of three validators, namely media experts, linguists, and material experts, show that picture book media is a "very valid" media used in learning Pancasila education.
2. The results of using picture storybook media obtained a percentage of 87% that met the standard criteria of "very practical". Furthermore, the student response questionnaire was carried out in 3 stages including individual tests, small group tests, and large group tests. Picture storybook media obtained a percentage value of 97.2% with the criteria of "very practical" in individual trials, while in small group tests of interest in picture storybook media obtained a percentage value of 94.3% which showed the criteria of "very practical". In a large group test of interest in picture book media by obtaining a percentage value of 95.3% which shows the criteria "very practical".
3. The results of questionnaire testing before and after treatment conducted on 27 students in grade 1 SDIT As-sabiquun showed that picture storybook media was effective, with an average score before treatment of 64 and an average score after treatment of 85, with an analysis of N-Gain value of 0.5 which showed that the use of picture story book media met the criteria of "moderate improvement" both before and after the use of picture story book media. Based on the analysis that has been done, there is a significant value of less than 0.05 indicating that there is an increase in independent character both before and after the use of picture storybook media.

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