Developed of Students Character at Elementary School through Wordless Picture Book

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Abstract
This research aim to obtain data on the effectiveness of wordless picture book in developing the character of grade 2 elementary school student. Wordless Picture Book as book of enrichment which can be used by teacher to develop student character. This book contains few part of story which load character value as empathy (affection) and careness. Consumer of this book is second grade of elementary school students. Research instrument which will be used more had the character of qualitative. Research involves school which located in Indonesia that is SD Laboratorium PGSD UNJ DKI Jakarta, SD Budi Wanita DKI Jakarta, SD 05 Payakumbuh West Sumatera, SDN Beji 1 Depok West Java, and SDN 1 Ciputat Banten. Research method uses descriptive. Research instrument which is characteristically used is qualitative. This research promotes that Wordless Picture Book can be used to develop character by pictures contain in it.

Keywords: Character, Wordless Picture Book

Introduction
In Indonesia there are still a few storybooks that can be used as a medium to promote moral message for elementary school-age children. Moreover, storybook that are of interest to children because of the stories presented in the book according to their developmental needs.

This research is aimed to obtain data on the effectiveness of children pictorial book or Wordless Picture Book which can contain beneficial moral message to develop children character, especially careness and caring. Therefore, by using Wordless Picture Book is hoped to be an alternative book which is liked by the children, because it contains with full picture in it and it pushes children to imagine and tell story aproprite with their imaginations. In the other hands, therefore, required children storybook which can motivate student to develop their imagination and creativity in telling a story. The existence of Wordless Picture Book is to train children imagination trough presented illustration. Children, in their brains, will string up story trough illustration according to their thinking ability. Illustration that accompanies picture itself, will give understanding about figure, setting, actions which build the plot itself. Besides that, this children pictorial storybook is based on character, by it means, not only presenting an interesting story but also containing character values which will be presented. So, it is expected that, by means of this book, can be made as a media to deliver the character education through story in the book itself. To train elementary school students in developing their positive character is by reading book. By reading the interesting and appropriate moral-message-delivery book, will help children in elementary school in receiving knowledge and examples of particular character value implementation. Their imagination and creativity’s ability, will help them to comprehend and relate the moral message in the book with their daily life.

There are some experts opinions about character. Lickona said that character itself have three elements which have strong relation each other with morale, there are: (1) Moral Knowing, (2) Moral Feeling, (3) Moral Behaviour (Lickona, 1991: 51). From these three elements, then it is formulated to some materialization of attitude and action, and were being components forming character inwroughtly and integratedly. Therefore, its required interesting book and loaded appropriate
morale message in order to form their character. What is meant, is children pictorial book based on character which presenting story only by relying on its illustration, minimum texts-just as opening story contains empathy and careness as character values on the purpose to form the character of the second grade elementary school students.

WordlessPictureBook is pictorial storybook which become a medium to delivering story which contains morale message to the children. According to Rahayu, pictorial story book load message through illustration which is the important element in the story, and the character in pictorial storybook could be human or animal(Nurgiyantoro; 2010). So that, pictorial story book is a kind of book which is enthuzed children because it uses interesting illustration and also enthuzed figure as human or animal. There are pictorial book without texts or recognized as Wordless Picture Book, a book which does not load any word in it and “pure” as pictorial book. Book which does not load any word, and told as “live drawing”. Also categorized as book which does not load any word in it, loaded a very minimum text(Renck Jalongo, Mary, 2002: 167). Illustration is a picture aimed to explain message content that will be delivered and presented either in print or electronic media (Nurgiyantoro, 2005). Illustration in the children book has function to attract, persuade, invite the passion to read, make up the spirit, bind the insight and interest, stimulate desire, constuct feeling and give dynamics which also means to give color, rhythm, and motion. Children usually interest to colored illustration picture, fully looks like reality, even if it achromatic, it must give impression about reality, even if it less colored but should give image about much more reality, and considers balance (Sunindoyo,TjetjeJusuf, 1995: 67,78).

The research about wordless picture book is related in Malaysia by Marina Mohd Arif(Mohd Arif, 2008). This research surrounded by the appearance of WordlessPictureBook as different genre in literature world. The reading of WordlessPictureBook is an open process within the reader which brings experience background and personal history to read a visualization. The research result explained that WordlessPictureBook is a good source to analyse initial literature of seven years old boy and admitted the importance of WordlessPictureBook. Research methodology which is used is case study.

Next research conducted by Nina Nurhasanah (Nurhasanah, Nina, 2018) who produce WordlessPictureBook based on character constituted by desire to make book, which of course rarely found in Indonesia, but could be created as a medium to form students character at school. Research methodology which is used is R & D from Borg and Gall. The research Result concluded that by the use of children pictorial storybook Wordless Picture Book based on character, students would be able to tell story freely in line with their own imagination and experience. Besides that, this book contains by character values, whereas empathy (affection) and careness to deliver morale message through storybook.

WordlessPictureBook according to this research is a book which delivers story by relying on the illustration only, text just for starting the story like in Good Dog, Carl (Nurgiyantoro, 2005). The common characteristics of WordlessPictureBook are: (1) rich with picture and full of details so that forcing the reader to observe it more carefully every time they read it, (2) using action picture to develop character (Nurgiyantoro, 2005:149-150). Based on Mitchel in Nurgiyantoro, there are some functions and importances of WordlessPictureBook is assist: (a) children in developing emotion and emotion’s development, (b) children to learn about world, resuscitate children about world existence in the middle of society and nature, (c) children to learn about others, happening relationship, and feeling’s development, (d) children to obtain pleasure, (e) children to appreciate beauty, (f) assist children to stimulate imagination(Nurgiyantoro, 2005: 153).

Wordless Picture Book is proposed as an alternative medium to form character of elementary school student’s age, because they can tell story with their own imagination, creation, and expression. By using imagination, creativity, and expression freely, assumed that children will increases their self-ability in forming positive character as the morale message be delivered in the story.
Method

Research was held in Indonesia with sample SD Laboratorium PGSD UNJ South Jakarta, SD Budi Wanita South Jakarta, SD 05 Payakumbuh West Sumatera, SDN Beji 1 Depok West Java, and SDN 1 Ciputat Banten Indonesia. Descriptive method with instrument is questioner and interview. Quantitative data is taken from the questionnaire instrument about the effectiveness of using the Wordless Picture Book to develop student character. The technic of data analysis is qualitative descriptive which is used to process the interview result data.

The participant in this research consists of the designer and developer (the researcher), material expert, linguist, medium expert, students and teacher in second grade elementary school. The participants were selected by purposeful sampling technic, because it was been based on the criterion which had been set by the researcher and adjusted with research question that was made.

This research used three data collection, they are work logs which is made by the researcher to help them in doing design and development step, interview guidelines, and questionnaires by list of checklist. The responders responded through scale number which contains certain answer level. The researcher processed data in the form of qualitative to gain conclusion. The data collection is by Lickert scale, raw data which is obtained is in the form of number (quantitative) then interpreted in qualitative understanding. This research is continuation of the previous research phase regarding the development of teaching materials in the form of character-based Wordless Picture Book. This study examines the effectiveness of using the book in developing character of graduate 2 students in elementary school.

Results and Discussion

The research result of study indicates that the “Wordless Picture Book” can develop student character. With Wordless Picture Book based on character, students are free to express themselves to explore and discover the moral values and messages contained of the story they read. This book has attracted attention to be read by grade 2 students in elementary school. The Wordless Picture Book has been able to convey the value and moral message of story which load character value of empathy and careness.

Besides the purpose to help the teacher, this book also help the student in providing appropriate story book to form their positive character, especially in elementary school’s age. This book also made with interesting picture and color illustration, so that it can motivate the student to read it and do story telling.

Therefore, after this book can be published and disseminated, so the parent can obtain it to be the chosen book so that it can be read by their children in forming their character. All this time, the children not yet get appropriate book to imagine in developing their ability to form certain character.

For the trial is by doing Expert Review in material field, then the expert gave assessment as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Indicator</th>
<th>Number of item</th>
<th>Criterion score</th>
<th>Amount of Value</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Conformity of story content with character value</td>
<td>2</td>
<td>8</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>Conformity of story content with students characteristics</td>
<td>2</td>
<td>8</td>
<td>7</td>
<td>87.5</td>
</tr>
<tr>
<td>3</td>
<td>Content accuracy with real life</td>
<td>2</td>
<td>8</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>The plot is interesting for second grade of elementary school student</td>
<td>2</td>
<td>8</td>
<td>6</td>
<td>75</td>
</tr>
<tr>
<td>5</td>
<td>Conformity of story content with morale development of second grade of elementary school student</td>
<td>3</td>
<td>12</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 1 <Cont>

<table>
<thead>
<tr>
<th></th>
<th>Conformity of story content with character value which will be introduced to the student</th>
<th>2</th>
<th>8</th>
<th>8</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>Conformity of illustration with story based on character</td>
<td>3</td>
<td>12</td>
<td>11</td>
<td>91,2</td>
</tr>
<tr>
<td>7.</td>
<td>Conformity of illustration with story content</td>
<td>3</td>
<td>12</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>8.</td>
<td>Morale message availability which presented in the story</td>
<td>2</td>
<td>8</td>
<td>7</td>
<td>87,5</td>
</tr>
<tr>
<td>9.</td>
<td>Total</td>
<td>21</td>
<td>84</td>
<td>79</td>
<td>94,04</td>
</tr>
</tbody>
</table>

According to the table above, the children pictorial storybook Wordless Picture Book based on character validation, which done by the material expert, gets an average of product eligibility as 94,04% and been categorized as very good.

According to get result, can be seen that the children pictorial storybook “Wordless Picture Book” based on character validation, which done by the material expert and the second grade teacher, gets an average of data product eligibility as 77% and been categorized as good. Hereinafter at time of test field data retrieval get result of teacher of assessment class 2 SDS Budi Wanita are: 86,6 %, 86,6 %, for data of student assessment is gotten by score 0,94 or 94 %. Result of classroom teacher assessment from wordless picture book obtained a score 84,4 mean book of good. Data analysis concerning storybook usage effectivity Wordless Picture Book in to student character in the class 2 SDN 01 Ciputat Banten is gotten by data from a number of 26 students 0,99 or 99 %. For data from a number of 29 students SDN Beji 01 Depok West Java is obtained by score 0,993 or 99 %s and data from 31 students obtain score 0,991 or 99 %. its meaning is Pictorial child storybook "Wordless Picture effective Book" just for develop class student character 2 elementary schools in Indonesia.

This product development research is aimed at helping the teacher in providing alternative teaching material to providing appropriate story book to form their positive character, especially in elementary school’s age. Implication of this research is that the teacher can use various sources teaching materials, one of which is wordless picture book, especially to develop the character of graduate 2 elementary school students.

**Conclusions**

The conclusion from the research are: 1) wordless picture book is effective as a teaching material used by teachers to develop the character of grade 2 elementary school student, 2) Illustrations in wordless picture book are interesting and make it easier for student to understand the moral message delivered, 3) the story in wordless picture book easily understood by students to find out the moral message delivered.

The main finding in the study is that Wordless Picture Book can be a teaching material to develop the character of students in grade 2 of elementary school. Based on result of data which is collected then can be conclude that Wordless Picture Book’s storybook can be develop class student character 2 of elementary schools in Indonesia. These finding are important because they will be an alternative and a solution that can be used to overcome the problem of developing character of student in elementary schools. Teachers can use this book to be a teaching material that can provide knowledge in the form of moral message that can be obtained by students through illustrations of existing images without being limited by their imagination by the stories the writer has written. This is more effective because if the child is able to find his own moral concepts rather than being given by other.

Wordless Picture Book is promote as a medium to introduce character values and can be used teaching material to grow student competence. This is supported by previous research conducted by Delfi Eliza (Eliza, 2017) who found that wordless picture book can be used in introducing cultural
values for early childhood. This research is similar to that of Delfi because it was found that the value of both cultural values and character values can be understood by children through wordless picture book. With the advantaged possessed by the book, it can certainly help him to recognize and understand the value obtained from the contents of the book. Even though it is without words, wordless picture book easier for children to understand because children are free to imagine in understanding their values.

The advantages of this product which is being developed are as follows: (1) this children pictorial storybook (wordless picture book/WPB) which based on character can be own used by the student without any help from the teacher of other parts, (2) the book illustration is presented interesting and close to students experience, so the student can easily do the storytelling (3) this children pictorial book based on character (Wordless Picture Book/WPB) is challenging the student so that they can creatively and imaginatively do the storytelling, because its only contains picture without words, (4) this book introduces certain character values to the students as empathy (affection) and careness, so that after reading this book, they can learn about empathy and careness besides learn to do story telling, (5) this book has advantages because of its unique form and rarely found in Indonesia. all this time, the storybook always loads words contained in the book to tell the content besides the picture. However, this book contain no words (Wordless Picture Book/WPB), even its available but only a few, so that the pictures illustration must clear, detail and interesting to make the students easily to do story telling by themselves.

According to student and teacher that that storybook WordlessPictureBook draw and in conformity with need to learning child of class age 2 elementary schools. That book has ability in its appearance because without word existing in story. But this is excess which is owned by the book, because with only in the form of interesting pictures and colour will become the power to relate values and morale message for child of class age 2 elementary schools. This thing because of them will be free is full of imagination and and with the expression to unearth alone values and morale message existing in story.

The limitations of this study are limited to samples from research objects. The sample used was only limited to five schools, namely SD Laboratorium PGSD FIP UNJ, SD Budi Wanita, SDN 05 Payakumbuh, SDN 01 Ciputat, and SDN Beji 1 Depok. Another limitation is that this research was only conducted in grade 2 of elementary school. Therefore, it is recommend to study also in grade 1 and 3 to see the effectiveness of using wordless picture book as teaching materials in developing character as further research.

Some recommendations which want to be related by researcher for teacher are as follows: (1)developing class student character 2 of elementary school can use strategy matching with characteristic of student the development, for example by using pictorial child storybook "Wordless Picture Book", (2)teacher better accustom to use to increase ability is full of imagination student, creative, spirit and drawing for student, (3)develops student character is required by various alternatives interesting method and also medias, so that can create pleasing situation and optimal understanding for student concerning values of morale.

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References